

Chapter Three

Methodology

This chapter provides a description of methodology that the researchers used. The first section discusses about research design, followed by research settings which explains where, when and how long the research will be done. The next section discusses about the research participants, followed by the data collection method. The next section discusses about the data collection procedure, and data analysis.

Research Design

This research aimed to find out pre-service teachers' perceptions on the importance of doing needs analysis in the process of teaching at the English Language Education Department (ELED) at a private Islamic university in Yogyakarta. Additionally, this research aimed to investigate the pre-service teachers' perception on conducting need analysis in the internship program. Based on the objectives above, qualitative research design was used as the research design in this study. Qualitative research intends to explain or reveal the experience of participants. Because this study aimed to get rich information and to explore pre-service teachers' experiences, qualitative research design was suitable to be used as the research design. According to Cohen, Manion, and Morrison (2011) qualitative research is best suited to address a research problem where there is a need to learn more from participants through exploration.

Specifically, this research used the descriptive qualitative method. Meriam (1998) defined descriptive qualitative through the end of the product and she expressed that descriptive qualitative is the study that at the end will produce a rich, thick description of the issue in the study. The method was used because the researcher wants to find in-depth and reflective information from the participants about their perception based on their experience in the internship program at the department. This aim could be facilitated using the descriptive qualitative method.

Research Setting

This study was conducted in the English Language Education Department of a private Islamic university in Yogyakarta. The reason to select this setting as it was the location where the researcher discovered the phenomenon. Pre-service teachers has different ways in conducting need analysis in the department. In addition, the department had an internship program in every semester. Because of this, the researcher deems the department as the most suitable setting for this research.

This study started at the end of March and conducted in a month. In the last week of March, the researcher collected the data from the participant while the first week of April was used to transcribe and do the member checking. Moreover, after doing the member checking, the researcher preceded the data by giving the label or code to every finding and analyzed the data. After analyzing the data, the researcher reported the finding and discussion it in chapter IV of this study.

Research Participants

There were four participants which included three female and one male students of English Language Education Department of a private Islamic university in Yogyakarta. The participants were the student batch 2014 of ELED of a private Islamic university in Yogyakarta. The participants selected were those who conducted need analysis in their internship program. The researcher asked the participants if they conducted need analysis during the internship program. The researcher selected the participants by those who had a lot of experiences in teaching practices and received materials regarding need analysis in the fifth semester. It can be seen from the fact that the participants have practiced their teaching in the first until the sixth semester. In addition, the participants have conducted need analysis during the teaching practice in the internship program. Besides, the information regarding the participants was accessible by the researcher. Hence, the participants could give profound information about how to conduct need analysis and the benefits of need analysis.

The participants were assigned pseudonyms to keep their identities, such as Yaya, Anya, Caca, and Joko. The participants who are selecting are those who experience need analysis during the internship program. Some of them recommended potential participants. Six people were asked by the researcher, but only four people were qualified as participants. It was because two people were not aware and not really understood about need analysis in the internship program.

Data Collection Method

Interview was method that was used in this study to investigate the pre-service teachers' perception on need analysis in the internship program. The type of interview was standardized open-ended interview because the topic and research questions are specified. Interview guideline was the instrument that was used in this study. The interview guidelines are more organized and follow a sequence. Cohen, Manion and Morrison (2011) mentioned that the exact wording and sequence of questions are determined in advance. All interviewees were asked the same basic questions in the same order. The interview questions that used by the researcher were "what is your opinion about the first step of need analysis?" and "what is your opinion about doing need analysis?". These questions were asked because the answer for the first research question, which is the answer did not emerge in the data during first interview. Therefore the two questions were asked to explore possible findings to answer the first research questions.

In the construction of the interview queries, the researcher used open-ended questions because the answer should be free, rich, and deep. Besides, there was no response provided and no limit of respondents' answer and expression. Kerlinger in Cohen (2011) said that open-ended interview supply a frame of reference for respondents' answers, and put a minimum restraint on the answers and their expressions. Other than the subject of the questions which is determined by the nature of the problem under investigation, there are no other restrictions on either the content or the manner of the interviewees' responses.

The question format that was used in the interview guideline is the indirect approach or question. Indirect approach or question asks general and not specific questions. According to Tuckman in Cohen (2011), specific questions or direct ones may cause a respondent to become cautious or guarded and give less than honest answers.

The response mode that used in interview guideline is the unstructured response. It was because there was no limit in answers. Cohen et.al (2011, p.419) mentions that response allows the respondent to give the answer in whatever way the respondent chooses.

Data Collection Procedure

In collecting the data, there were five steps, namely creating the interview guideline, selecting the participants, contacting the participants, making appointment, and conducting interview. Firstly, the researcher created the interview guideline based on research questions. Secondly, the researcher selected the participants. Thirdly, the researcher contacted the each participants personally. The researcher contacted six potential participants, but only four people were qualified as participants. The participants consist of three female and one male students of the department. Fourthly, after the pre-service teachers are ready to be participants, the researcher made an appointment with the participants by message. Fifthly, the researcher interviewed the participants one by one based on the agreed schedule. The researcher convened with the participants at the ELED of a private Islamic university of Yogyakarta. The researcher used Bahasa

Indonesia as the language as participants might not fully understand English. Using *Bahasa Indonesia* can help the participants to better understand the questions. The researcher interviewed the participants by recording their voices using mobile phone recorder. Additionally, the researcher also used pens and a notebook to take notes about the points during the interview. This was done to make it easier for the researcher to transcribe the answer of the participants. The estimated time in conducting the interview was approximately 50 minutes for each participant.

Data Analysis

In this section, the researcher explains the data analysis step of the research. After the researcher conducted the interview, the researcher abstained from putting the actual names of the participants when transcribing the result of the interview. The researcher utilized pseudonyms or unreal names in order to protect the participants' identity. To avoid bias, the instrument that was used should be valid.

After the researcher completed the interview, the researcher conducted a transcribing during the analyzing of the data. According to Cohen et al., (2011) transcribed document represents the translation of the data from oral system into written language. It can be said that transcribing is a process of transforming the data from audio into written format which is the audio format.

The researcher checked each and every after the interview record was transcribed. After that, the researcher sent a transcribed document by email. Then

the researcher conducted a member checking to make sure the data is valid and clear. Birt, Scot, Cavers, Campbell, and Waller (2016) mentioned that member checking is a process to exploring the credibility of the result. During the member checking, the participants are allowed to recheck the data and provide more information if needed. After completing the member checking, the researcher requested to the participants to confirm the data. It was because the researcher needs clear information from the participants. The result is all of the participants agreed with the information that was given.

After finalizing the member checking, the researcher conducted the coding process. There are four steps of coding: open coding, analytical coding, axial coding and selective coding. In open coding, the researcher creates a label or name and generates the categories sentence by sentence. According to Strauss and Corbin in Cohen (2011) open coding is simply a new label that researchers attaches to a piece of text and categorizes the said piece of text. In this part, the researcher generates categories.

The researcher gave label such as “the activity during need analysis” every statement that indicated pre-service teachers’ activity during need analysis in the teaching practice in the internship program. Then, the label that researcher gave is “feeling during need analysis” which assembles every statement that represented their feeling during need analysis. Another label that the researcher gave is “the benefits of need analysis” which puts together every statement that represented the benefits of need analysis.

The next process is analytical coding. In analytical coding, the researcher had to break down the information or data into smaller units or segment. Gibbs and Cohen (2011) stated that an analytical coding might derive the theme or topic of the research. Moreover, the researcher converted several interpretations into a descriptive code.

In axial coding, the researcher creates a connection between smaller units of a category of similar meaning into another category. Cohen in Strauss and Corbin (1990) mentioned axial coding is procedures to find similar meaning, where by the data that were originally statement into small units. In this part the researcher also makes a connection between subgroups of the category. Moreover, activities of need analysis were separated into three points, such as a list of information that the researcher wants to know, gathering the information, and evaluation. The researcher removed the last point as it is not necessary in the need analysis. Then, the researcher also added the pre-service teachers' feeling about the sequence of need analysis, such as hard and challenging, or even, possibly, easy and exciting. Furthermore, the benefits of need analysis were separated into five points, such as helping to choose appropriate teaching materials, bringing about better classroom management, selecting the teaching methods, getting information about learners, and evaluating the teaching.

After analyzing the data in the second part of coding, the researcher back to the participants and ask further questions to the participants. The researcher asked about their perception on each step of conducting need analysis. For

example, the question was “what in your opinion about the first step of need analysis?”. This was because the answer was not included in the first interview.

In selective coding, the researcher identifies the core themes or findings of data and integrate them to form a theory. Cohen (2011) mentioned that selective coding is a procedure to identify the core categories of the data and also integrate the data to form a theory. In this part, the researcher had to select the data that contain similar ideas and then categorized it with the main category. In this study, the researcher integrated the core category of the findings such as “I conducted an observation to find out the different types the students” and “I interviewed the teachers” as a finding that explained the second step of need analysis (gathering the information).

After completed with the analyzing of the data, the researcher discusses the finding on chapter four. The researcher discusses every statement of the participants. Then, the researcher discusses the finding based on the literature of experts.