

Chapter Three

Methodology

This chapter provided the methodology used by the researcher to conduct this study. It consisted of some discussions such as research design, research setting and participant, data collection method, data collection procedure, and data analysis. Firstly, the researcher explained the research design used in this study. Secondly, the setting and participant were provided in this chapter. Thirdly, the researcher delivered the method used to collect the data. Next, the researcher presented the ways or the procedure to collect the data. Lastly, the researcher showed the way to analyze the data.

Research Design

This study used a qualitative research method. The researcher used this research method because the researcher wanted to investigate the problem based on the individual's view to get the detail information toward the research problem. Creswell (2012) said that the qualitative research is suitable to investigate the research problem that the researcher does not know the variable of that research and the researcher need to explore more detail about the research problem. Creswell (2012) also said that the qualitative research is “exploring a problem and developing a detailed understanding of a central phenomenon” and “collecting data based on words from a small number of individuals so that the participants' views are obtained” (p. 16). Thus, the qualitative research was appropriate to be used in this study because it was a research method that investigated the research

problems deeply from a few participants. It was also suitable to the research purposes of this study.

Besides, the researcher used the descriptive research design which was the type of qualitative research. According to Creswell (2012), a descriptive approach is an approach that incorporates a detailed description of people and places to carry the narrative. The researcher used the descriptive qualitative research design because the researcher wanted to investigate the detail description of participant toward the research problem which was the obstacles and strategies of classroom time management.

Research Setting and Participants

This study was conducted at English Language Education Department at one of Islamic private universities in Yogyakarta. The researcher chose this setting because of the two reasons. First, the ELED of that university conducted the teaching practicum program for the students since the first semester until the sixth semester. It was helpful for the researcher to find the suitable participant for this research. It also increased the trustworthiness of the data because of the more experience of the student in teaching practicum program, the more detail the information from the participants. Second, the researcher was the student of ELED of that university, and then this setting helped the researcher to conduct the study and collect the data.

The participants of this research were the students of English Education Language Department at one of Islamic private universities in Yogyakarta. There were four students chosen as the participants in this study. The researcher chose

these participants based on some requirements. First, the participant should be experienced the teaching practicum program at least four times. Second, the participant should have a minimum grade for the teaching practicum program which was B or C. The researcher determined the grade on B or C because these grades were intermediate grade. If the participants have a grade of A, it means that they were not often experienced the problems of classroom time management. In addition, if they have a grade of D, they were not past the teaching practicum program, so it cannot be investigated. The grade was obtained from the data in the administration office of that department. The researcher required these categories because of the experience of the participant in teaching practicum program were very crucial in this study. The participant who was experienced the more teaching practicum program gave the valid and detail information or data for this study. Thus, the suitable participant based on the requirement was the student of ELED at that university batch 2015.

Before doing the interview, the researcher took the four students of ELED batch 2015 as the participant of this study by using snowball sampling. The researcher chose one student as a key informant based on the criteria that the researcher has set. The researcher contacted one of student batch 2015. This student was confirmed as a key informant that gave a suggestion to choose the other participants. This participant found her or his friends batch 2015 that suitable to be the participants in this study. This student found three participants from the student batch 2015 and suggested them to the researcher. The reason of using this sampling because the student batch 2015 that was the candidate of the participants were not in the same batch as the researcher, so the researcher did not

know the individual of them. These processes were called by the snowball sampling. The snowball sampling was the sampling that used the participant social network and personal contacts for determining other participants (Cohen, Manion, & Morrison, 2011). Thus, the key informant that the researcher chose determined the other participants with his or her social network or personal contact.

The participants of this study were four participants. They were consisted of the two male participants and two female participants. The first participant was Rohmat who was the male participant. Rohmat was a student of the English Language Education Department in one of Islamic private university in Yogyakarta. He was the key informant in this study. He has experienced the teaching practicum program for six semesters. His grade of the teaching practicum program was A. The second participant was Nunung who was the female participant. Nunung was also a student of the English Language Education Department in one of Islamic private university in Yogyakarta. She has experienced the teaching practicum program for six semesters with the final grade was B. The next participant was Anis who was the female participant which has experienced the teaching practicum program for six semesters. Her final grade of teaching practicum program was B-. The last participant was Rohim who was the male participant which has followed the teaching practicum program for six semesters with the final grade was B. Anis and Rohim were the students of the English Language Education Department in one of Islamic private university in Yogyakarta.

Data Collecting Methods

To collect the data, the researcher used the interview technique. It was because the study was the qualitative research which collected the information from the qualified data. Thus, the interview was the most suitable method for gathering the qualified data. The interview is the data collection technique that allows the participants to discuss the interpretation of the problem based on their experience and to express how they regard situations from their own perception (Cohen, Manion, & Morrison, 2011). The researcher used the in-depth interview. The in-depth interview is a qualitative research technique that conducts the intensive individual interviews with selected participants to explore their perception toward particular issues (Creswell, 2012). It was used because the researcher wanted to gather the information from the participants as much as possible. It helped the researcher in the analyzing data and answered the research question.

In this study, the researcher used the interview protocol or interview guideline and mobile phone to collect the data. The interview guideline was made for helping the researcher to deliver the question when interview. Interview protocol is “a form designed by the researcher that contains instructions for the process of the interview, the questions to be asked, and space to take notes of responses from the interviewee” (Creswell, 2012 p. 225). Besides, the question of this interview used the open-ended question. This question was applied for the interview because the researcher wanted to collect the rich information by the detail explanation. The original of the interview questions was English language. However, to avoid the misunderstanding in the process of interview, the

researcher delivered the questions in Bahasa Indonesia. The researcher conducted the interview with the four participants on June. Moreover, the examples of interview questions used in the interview are “What are the obstacles you faced in the classroom time management while teaching practicum program?” and “What are the strategies you use to solve that obstacle?”.

Data Collection Procedure

In the beginning, the researcher made the interview guideline based on the research question of this study. Afterward, the researcher determined the participants. The researcher took the candidate of the participant through the data from the administration office. The researcher asked the permission to the head of the ELED to access the data in administration office. The participants were selected based on the categories which were determined by the researcher as stated under the research participant section. The researcher then chose the four persons that were determined as the most suitable participant. Before doing the interview, the researcher made an appointment with the participants to do the interview. The researcher interviewed the participants by face to face. The researcher met the participants one by one and interviewed them directly. While the researcher interviewed the participants, the researcher also adjusted the voice recorder by using mobile phone near the participants. It was used for recording the information of the participant during the interview process. In an interview, the researcher used the Indonesian language because it helped the participants to answer the question and to give the information and also to avoid the misunderstanding between the researcher and the participant.

Data Analysis

The researcher transcribed the information from recorder into the text. Creswell (2012) said that in the transcribing a record, the researcher needs “to type the data recorded into a computer file for analysis” (p.217). The researcher typed all of the answer from the participants into text format, so it became easily to be analyzed. In the last process before analyzing the data, the researcher conducted the member checking to ensure that the information from the participants was valid and reliable. Member checking is the most important technique for measuring the credibility of the qualitative data (Creswell & Miller, 2000). The participants checked the information credibility. After the researcher made the data transcription, he met the participant to confirm their answer on that transcription whether it suitable with their perception or not. The researcher met the participants by the transcription in his hand and asked the participants to read it for confirming their answers. The result of the member checking was the confirmation orally from the participants. The participants confirmed that the answers on the transcription were suitable with their perceptions. This participants confirmation was used as the evidence of the credibility of the data.

In order to analyze the data, the researcher used the coding analysis. The coding is “the process of segmenting and labeling text to form descriptions and broad themes in the data” (Creswell, 2012, p. 243). In the coding, the researcher used the three steps of coding such as open coding, analytic and axial coding, and selective coding. The three steps provided the different result and points. Open coding is labeling the piece of text with a new simply label in order to describe and categorize it (Cohen, Manion, & Morrison, 2011). In the open coding, the

researcher labeled the participant's answer that related to the research questions. The researcher generated the piece of text into categories. The label was not for the entire answer, but the researcher chose the best statement of the participants that can answer the interview questions. Besides, in the axial coding, the researcher categorized the result of the open coding based on the theory in the interview guideline. Axial coding is "a category label ascribed to a group of open codes whose referents are similar in meaning" (Cohen, Manion, & Morrison, 2011 p. 561). The researcher also analyzed using the analytic coding and the axial coding in the same time. Analytic coding is a descriptive code which interprets the statement (Cohen, Manion, & Morrison, 2011). The researcher interpreted the statement of the participant in this step. Lastly, in the selective coding, the researcher selected all point of the result of axial coding that can answer the research question. Selective coding is the process of identifying the category into a text or phrase (Cohen, Manion, & Morrison, 2011). This step was the final step of coding in which the word or the phrase of this code was used as the finding in the discussion. From the steps above, the data were categorized into the obstacle of classroom time management and the strategies of classroom time management. It was reported as the findings in the next chapter.