

Chapter Three

Methodology

In this chapter, the researcher presents the methodology being used. This chapter discusses research design, research setting, and research participant. The data collection method and data analysis are also described in this chapter.

Research Design

This research was conducted to find the challenges faced by English Language Education Department pre-service teachers and the strategies to face the challenges in teaching practices. The researcher used qualitative research method. Creswell (2012) stated, “qualitative method is exploring and developing a detailed understanding of a central phenomenon” (p.16). So, by using qualitative method, the researcher was able to explore more information from the participants about the challenges faced in teaching practices and find out how the pre-service teachers solve the challenges in teaching practice. Using qualitative research method made the data richer in information.

In this research, the researcher adopted qualitative descriptive as research design to identify the challenges faced and strategies used by the pre-service teachers in teaching practices. This is supported by Sandelowski (2000) who stated that qualitative descriptive is mainly produced to obtain a direct answer and largely to answer questions related to people’s response such as thoughts, feelings, and attitudes towards an event. By using this research design, the researcher can produce description of participants’ challenges in teaching practice and explanation of their strategies to face the challenges in teaching practice.

Research Setting

This research was conducted at English Language Education Department (ELED) of one private Islamic university in Yogyakarta. The reasons why the researcher chose ELED at the institution as the research setting was because all students in ELED were familiar with teaching practice. The ELED of one private Islamic university in Yogyakarta conducted internship programs that similar to teaching practice for the students. Another reason was that this institution is the place where the researcher studies so the researcher did not find any trouble to manage the approval to conduct this research.

Research Participant

The participants in this research were the ELED students of one private Islamic University of Yogyakarta from batch 2015 or students who had teaching practice at least six times or completed the internship program. The reason the researcher chose the students from batch 2015 was that the ELED students from batch 2015 had experienced teaching practice since the first year of their studies. That way, the students from batch 2015 have more experience, information, and thoughts about teaching practice that suitable for this research.

The researcher selected four students from batch 2015 of ELED of one private Islamic university in Yogyakarta as representative for each class to find the different answers because each class has a different school in teaching practice and their teaching practice experience would be different. Thus, with the difference experience, the data obtained was richer. Another reason why the researcher chose four participants was that four participants considered sufficient

for this study. This is supported by Cohen, Manion, and Morrison (2011) which stated that there are no obvious rules about the size of the participants in qualitative research; size informed by fitness for purpose.

Additionally, because the researcher wanted to get varied results in the challenges and strategies that have been used based on the participants' experience while doing teaching practice, the researcher limited the criteria in doing the research. The participant who can be interviewed must be a student from batch 2015 and has completed six times of teaching practices. Therefore, during this research, their scores were not seen as the reference for selecting the participant. For that reason, the most important thing in this research was the kind of challenges that were usually faced by the pre-service teacher during teaching practices, and how they face the challenges. In addition, the researcher used pseudonyms in reporting the results to protect the identity of the participants. The names of the pseudonyms were Jeya, Cici, Putri, and Ratu.

Data Collection Method

The researcher collected the data by conducting in-depth interviews. The reason why the researcher used interview was supported by Creswell (2009) who stated that in qualitative research, the researcher gathered the data through examining documents, observing behavior, or interviewing participants. Besides, the researcher used interview protocol consisting of several questions as a guideline to help researcher when conducting interviews with the participants.

In this case, the researcher used Indonesian language in the interview. The use of Indonesian language was to avoid misunderstanding between the researcher

and participants. The type of interview used was the interview guide approach. Based on Cohen et al. (2011), in using the interview guide approach, the researcher must have a list of questions and the researcher can randomly or not in sequence. The researcher used open-ended items in question so the participants were more flexible to answer the questions. The examples of a question asked by the researcher during the interview were “what is your challenges during the teaching practice?” and “how is your strategy to face the challenges?”

There were several processes before the researcher collected the data. First, the researcher asked for the participants’ agreement and willingness to conduct oral interviews. Then, the researcher made appointments with the participants for the interview. The participants were interviewed one by one with the time allocation for interviews of around 15 minutes for each participant because 15 minutes was considered sufficient for the participant to answer the questions. The last process was to transcribe audio recording into written text before the researcher analyzed the data that had been collected.

The other instruments used in this research were mobile phone and field note. The mobile phone was used to record the interviews and field notes used to make sure that the list of questions was ready to be asked to the participants. Field note was used by the researcher to write some important points during an interview.

Data Analysis

After conducting the interview, the next process was analyzing the data. In analyzing the data, the researcher did several steps namely transcribing the data,

member checking, and the coding. The steps are described in the below paragraphs.

Transcribing the data. The first step that had been doing was to transcribe each interview conducted to each participant. Creswell (2012) stated that transcription is a procedure of translating audiotape recording or field notes into text data. The researcher transcribed each audio recording into a written text; the researcher transcribed every word or phrase from audio into written format. Transcribing aimed to ease the researcher in analyzing the data in the form of audio and then convert it into a written format.

Member checking. The researcher needed to recheck the participants' audio transcription to ensure the validity of the collected data. Birt, Scott, Cavers, Campbell, and Walter (2016) stated that member checking is a technique to investigate the credibility of results where the data are returned to the participants to verify the accuracy and resonance with their experiences. The researcher confirmed the accuracy of the statement to avoid misunderstanding. The result of member checking was valid as the transcribed data was accepted by the participants. After clarifying the data and all the participants agreed with the transcription, the researcher continued to coding.

Coding process. Coding is the process of creating and categorizing texts to form broad details and themes in the data (Creswell, 2012). To complete data analysis, the researcher used three types of coding specifically open coding, axial coding, and selective coding. The first coding was open coding, it was processed to code important answer from the participants and leave words that were not

related to the topic. The second coding was axial coding where the researcher classified the data into similar categories related to the research problems in the research question. The third coding was selective coding where the researcher identified and integrated categories to be well structured, systematic, and correlated into core categories. Then, the researcher reported the data by explaining in the paragraph to answer the research questions of this research.

There were several steps in conducting the coding. The first step was the researcher marked the text by highlighting and labeling the statements that the researcher thought answering the research question. After highlighting the statements, the next step was the researcher classified the statements into a new table. Thus, the researcher made a new table to separate each statement that had a different category. Finally, after all, the similar statements were grouped into the same categories, the researcher translated all the statements into English.