

Chapter Three

Methodology

This chapter discusses the methodology used by the researcher in this study. There are six sections of the methodology namely research design, research setting, research participant, research method, data collection method, and data collection procedure, and data analysis. In addition, several theories are also included in this chapter to support the methodology in this study.

Research Design

The study used qualitative approach. According to Creswell (2012), the qualitative research approach is used to explore a problem and develop a detailed understanding of a central phenomenon. Furthermore, Creswell (2012) stated that the qualitative research approach is appropriate to address a research problem in which the researcher does not know the variables and need to explore it. Besides, the qualitative research approach is also used to explore central phenomenon (Creswell, 2012). Therefore, the qualitative approach was appropriate to be used in this research because in this case, the researcher did not know the variables and wanted to investigate the participants' views about the characteristics of an effective English language teacher in millennial era.

In addition, the study used the descriptive qualitative design to gather the data. According to Merriam (1998), the descriptive qualitative design is a design under qualitative approach which can give in-depth understanding and rich description of the phenomenon under the researchers' study. Therefore, the reason why the researcher chose the qualitative approach as the design of the

research was because the researcher wanted to get detailed information about millennial students' perception on the characteristics of an effective English language teacher in millennial era.

Research Setting

The study was conducted at a private university in Yogyakarta. There were two reasons why the researcher chose a private university in Yogyakarta as the research setting. Firstly, all of the students in this university were categorized as millennial generation who studied at English Language Education Department. The students were millennial generation because they were born in millennial era around 1995 until 2000. Secondly, the teachers at a private university in Yogyakarta were categorized as generation X because most of the teachers at the department were born around 1965 until 1980. This research was conducted from March until May 2019. The researcher allocated two weeks to gather the data and three weeks to analyze the data as well as to make the report.

Research Participant

The participants of this study were the students of a private university in Yogyakarta. There were four students who became the participants in this study. According to Creswell (2012) qualitative approach is used to collect data from small number of individuals. That way, the researcher chose four participants to gather the data in this study. Besides, in selecting the participants, the researcher employed the criteria in which the students should be ELED students from batch 2016. Also, the participants should already passed all the internship programs. The researcher chose ELED students batch 2016 because they had sufficient

experience as ELED students at a private university. Besides, they already had teaching practice in internship programs. Hence, from the teaching practice, the students became more aware of students' expectation through the characteristics of an effective English language teacher in millennial era. Moreover, they were able to respond the question as a student and teacher in internship program because they had real experience as the teacher and observer.

Data Collection Method

The researcher used the interview as the method of data collection. Cohen, Manion, and Morrison (2011) stated "interview is a flexible tool for data collection enabling multi-sensory channels to be used in verbal, non-verbal, spoken, and heard" (p. 409). Besides, the purpose of interview is to gather data and sample from the participants' opinions (Cohen, Manion, & Morrison; 2011). This study adopted in-depth interview to gather the data because the participants of this research were supposed to answer the questions in detail. Besides, from the interview, the researcher wanted to get wider and rich data. Cohen, Manion, and Morrison (2011) stated that in-depth interview is used to examine about participants interpretations of the world in which they live and express how they assume the situations from their own point of view. To support this interview, the researcher used open-ended items. According to Cohen, Manion, and Morrison (2011), open-ended item was determined by the researcher about the nature of the problem under investigation. The researcher utilized the open-ended items because the researcher determined the problem which should be investigated in this study.

Furthermore, the questions format in this interview used general questions where the participants were asked by the researcher about their views on the phenomenon under this study. From the statement mentioned, it was in line with Cohen, Manion, and Morrison (2011) who stated that general question format is appropriate to ask the participants about general situation under the study. Besides, the researcher wanted to get the unstructured response from the participants which allowed the participants to give the answer in whatever way they choose (Cohen, Manion, & Morrison; 2011).

Additionally, the researcher used an interview guideline as the instrument to collect the data. This interview guideline consisted of some questions related to answer the objective of the research question. The researcher determined the questions based on objective of the research. Hence, the interview guideline was used to make the interview questions more structured and ease the researcher in order to ask the questions to the participants.

Data Collection Procedure

In collecting the data, the researcher firstly found the appropriate participants based on the research criteria. Secondly, the researcher made an appointment with the participants to do the interview. To ease the participants and the researcher in communication, Indonesia language was used in the interview. The researcher used Indonesia language in the interview because this language is participants' and researcher's first language. Then, it could ease the participants and the researcher to communicate during the interview session. This interview was done on March 2019. This interview was conducted at participants'

college, and participants' boarding house. This interview was approximately conducted in 30 until 40 minutes per each interview session, and it used phone recorder as a tool in gathering the data.

Data Analysis

After collecting the data from the interview, the researcher analyzed the data. Analyzing the data intended to identify and find out the answers regarding the research question. There were some stages in data analysis namely transcribing the data, member checking, and coding the data. Hence, each stage of the data analysis is explained in the following paragraphs.

The first step of data analysis was transcribing the result of the interview from every participant's words, phrases, and sentences. Creswell (2007) maintained that transcribing the result of interview is the procedure of translating recording or field notes into the form text data. In addition, the researcher used a pseudonym namely Ratu as the first participant, Rati as the second participant, Rina as the third participant, and Rini as the fourth participant because the researcher intended to keep personal information of the participants. According to Allen and Wiles (2016), a pseudonym is unreal name which is often used by researcher or writer to personally keep participants' privacy.

After transcribing the data, the second step of the data analysis was testing the validity using member checking used to ensure the interview results. Birt, Scott, Cavers, Campbell, and Walter (2016) said that testing validity or member checking is a particular technique to find out the credibility and trustworthiness of a result of the data from the participants whether it is accurate or not. In member

checking process, the transcription of the interview was shown to the each participant to get the approval from them. Therefore, the results of the member checking were agreed by all participants with what had been written on the transcription, so there were no changes on the result of the interview.

The last step of data analysis was coding. Coding is the process of creating and categorizing text to form details and broad themes in the data (Creswell, 2007). There are four types of coding done by the researcher such as open coding, analytical coding, axial coding, and selective coding. (Cohen, Manion, & Morrison, 2011). Hence, for more detailed information each coding step is explained in the following paragraphs.

Open coding is a process to code important answer from the participants. Open coding can be performed on a line-by-line, phrase-by-phrase, sentence-by-sentence, or paragraph-by-paragraph (Cohen, Manion, & Morrison, 2011). Hence, in open coding, the researcher made a new label and break down the important answer of the participants into smaller category. After doing the open coding, the researcher did the analytical coding. This step was how the labels from open coding were changed to be theme. Also, the researcher selected data to make as much code as possible which could be suitable to the axial coding. Cohen et al. (2011) stated that analytical code is more than descriptive coding, and it becomes more interpretive. In axial coding, the researcher created several categories in the table and input the data from open coding which matched with the category. The data in axial coding were divided into each participant which one participant's answer was analyzed in one table. Also, the researcher classified

the data into similar categories related to the research problems in the research question. Strauss and Corbin (2008) as cited in Cohen and Morrison (2011) asserted that an axial coding refers to causal condition, a phenomenon, context, intervening conditions, actions and interactions, and consequences. In the selective coding, the researcher identified and integrated the categories to be well structured, systematic, and correlated to be core of categories. Besides, the researcher selected core data from each participant from the axial coding. Besides, the data in selective coding were the most important data related to the research questions because data from selective coding were the findings of the research. According to Cohen, Manion, and Morrison (2011), selective coding identifies the core categories of text data integrating them to form a theory. After conducting the coding in data analysis, the researcher reported the data by explaining in the form of paragraphs to answer the research questions in finding and discussion especially in the chapter four.

Trustworthiness

Trustworthiness is used to maintain the credibility of the data. It has a function to ensure the data was valid or not. According to Lincoln and Guba, trustworthiness aimed to support the argument that finding inquiry is worth to pay attention to (as cited in Elo, Kääriäinen, Kanste, Polkki, Utirainen, and Kyngäs, 2014, p. 2). Besides, there are five types to develop trustworthiness in qualitative data; credibility, dependability, conformability, transferability, and authenticity.

This study used credibility because this criterion is suitable with this study. Credibility is used to maintain trustworthiness. Based on Polit and Beck,

credibility referred to the truth of the participants' perspectives and interpretation and representation by the researcher (Cope, 2014, p. 89). Hence, in this study, the researcher conducted member checking to ensure the truth of interview results. Thus, the researcher sent the transcript of the interview result to each participant to ensure that the data written is correct.