

Chapter Three

Methodology

This chapter discusses the method, the design, and the technique for taking data. There are some points to discuss in this chapter. The first one is research design, it discuss the method that the researcher uses on the research, then also about the design that the researcher use on this research. The next is research setting that consists of place and time for taking the data. The research participants' are also discussed. It is about the criteria of participants. After that next discussion is about data collection method. After doing the explanation of data collection method, the next explanation is research instrument. The next is data collection procedure. It is about the procedure of collecting the data. The last explanation is data analysis.

Research Design

In this research, the researcher used qualitative method to take the data. Qualitative research was suitable for this research because the researcher took the data based on participants' experience about the pre-service teachers' difficulties and strategies to overcome the difficulties in creating lesson plan, materials, and evaluation during internship program. One of the characteristics of qualitative research was stating the purpose and research questions in a general and broad way as to the participants' experience (Shelden, 2010). Therefore, it is in line with the researchers' purpose for this research.

In this research, the researcher used descriptive qualitative research. This research was suitable for descriptive qualitative research because the researcher took

the data from participant's experience and the researcher took thick description from participants' view about difficulties and strategies during the internship program.

Cohen (2011) said "description means that the end product of a case study is a rich, "thick" description of the phenomenon under study (p.29).

Research Setting

This research was conducted in one of English Language Education Department at private university in Yogyakarta (ELED of PUY). There were several reasons why the researcher conducts this research at department. The first reason was because the ELED of PUY conducted the internship for the students every semester and another reason is that some changes have been made for the internship program for the students in 2016 to the students in 2015. Secondly, it was because the researcher studied in Yogyakarta so that the setting was accessible for the researcher. This study was conducted in February 2019 because in February the pre-service teachers in batch 2016 have done in doing internship program.

Research Participants

In this research, there were some criteria or characteristics of the participants. The participants were chosen based on three criteria first criterion was they are students in batch 2016. The reason was that batch 2016 had finished all the internship program courses. In the third semester they only observed the classroom at primary school and in the fourth semester they observed the classroom at junior high school and they started to make lesson plan, materials, and evaluation. The second criterion was the students who are active in the class. The reason was to get rich data

difficulties and strategies during the internship program. The third criterion was the students with different GPA. The reason was to see the perception based on GPA. The first participant has GPA 3.51–4.00. The second participant has a GPA 3.00–3.50. Then the last participant has GPA fewer than 3.00.

There were three participants in this study. There were two males and one female. The researcher mentioned the participants' name using pseudonyms. Pseudonyms were used to protect the privacy of the participants. Pseudonyms were useful for the researcher to hide the participants' personal information that is not related to the study. The first participant was Odette. The second participant was Lancelot. The third participant was Martis.

Data Collection Method

In this research, the researcher used interview. The researcher used interview because the researcher took a rich data from participant's view. Interview was one way in research to get rich data. It is suitable for qualitative research method.

According to Patten (2005), interviews were divided into 4 types. The researcher used in formal conversational interview so that the conversation was natural and no limitation for the answer from participants. Questions emerged from the immediate context and are asked in the natural course of thing and there is no predetermination of question topics or wording (Patten, 2005). Informal conversation has strength and weaknesses. The strength increases the silence and relevance of question; interviews are built on and emerge from observation; the interview can be matched to individuals and circumstances. The weaknesses are less systematic and

comprehensive if certain questions do not arise naturally. Data organization and analysis can be quite difficult (Patten, 2005). The researcher used Indonesian Language so that there was no understanding between the researcher and participants during conversation. The interview was recorded so that the researcher easily when the researcher having coding. Then for the interview guidelines, the researcher used open-ended items. The reason is that there was no limitation answer from participants.

For response mode, the researcher used unstructured response. The researcher thought that unstructured response was suitable for this research because there was no limitation answer for participants and the researcher want participants to explore the answers based on experience when they teach on internship program. Tuckman (2003) said that there are eight of response mode, one of the response modes is unstructured response. Unstructured response allowed the respondent to give her answer in whatever way to choose. Therefore, the participants feel free to answer whatever in their minds. It was made the researcher get in depth information from participant's view about their experience.

Research Instrument

In this section, the researcher mentioned the instrument that researcher used. The first instrument was interview guidelines. Interview guidelines were needed when the researcher having an interview. The second instrument was recorder. The researcher used recorder because to avoid missing original data. The last instruments were paper and pen. The researcher used paper and pen to note the important

information from participants and asked to follow up questions. In the interview session, the researcher used Indonesian Language. The researcher used Indonesian language because both the researcher and the participants are native speaker, so there was no misunderstanding and the participants easy to answer the questions.

Data Collection Procedure

The researcher explained the steps of taking an interview. The first one before having an interview, the researcher made an interview guideline. After interview guidelines, the researcher found active students of 2016 in the class, and then the researcher contacted the participants to make an appointment for having interview. The researcher contacted the participants by WhatsApp to find out the location, time, and day for interview.

Data Analysis

In the data analysis step, the data should be analyzed and interpreted to answer the purpose of this research. There were several steps that is completed by the researcher in analyzing the data. The steps of data analysis in descriptive qualitative research design were transcribing the recording into text, member checking, coding the data, reporting the finding, interpreting the finding, and summarizing the finding.

The first step was transcribing the data from oral form into text. The researcher noted every word that the participant says. Then, to know the validity and accuracy of the data, the researcher did member checking where the researcher asked the participants to clarify the data if misunderstanding about related data is encountered. After transcribing the data, the researcher did member checking. The

researcher printed the transcript of the interview and gave the transcript to the participants. Then, the researcher asked the participants to check whether or not the answer was the same as what they said in the interview session. In addition, member checking was done to check validity of the data. According to Creswell (2012), member checking is a process in which the researcher asks one or more participants in the study to check the accuracy of the report. If the answer from participants was not the same as the theory, the data from interview was not valid.

The result of member checking was those three participants agreed with the researcher's transcript. After member checking was done, the next step was analyzing all the interview data through coding. Kerlinger (as cited in Cohen et al., 2011) argued that coding is the translation obtained from response of question and information to a specific category for analysis purpose. Hence, coding was important in data analysis of qualitative research, because coding allowed the researcher to identify similar information. Moreover, the researcher can found and took the item data which has a similar code.

The last step in analyzing the data was coding. The researcher did open coding, analytical coding, axial coding, and selective coding. Strauss and Corbin (1990) stated that open coding is simply a new label that the researcher attaches to piece of text to describe and categorize that piece of text (as cited in Cohen, L., Manion, L., & Morrison, K, 2011, p. 561). In open coding, the researcher gave label or code to categorize the sentence from the participants. The researcher categorized themes or topic in analytical and groups the data from the participants into those

categories. The first category was “difficulties in doing internship program.” The second category was “the strategies used to overcoming the difficulties.”

Then, the next coding was analytical coding. Gibbs (2007) stated, “an analytical coding might derive from the theme or topic of the research, the literature or responsively from the data themselves” (as cited in Cohen, Manion, & Morrison, 2011, p. 561). The researcher categorized themes or topic in analytical coding and grouped the data from the participants into those categories. Strauss and Corbin (1990) stated that analytical coding is process of identifying the core category in a text, central category or phenomenon which all the other categories identify and create are integrated (as cited in Cohen, Manion, & Morrison, 2011, p. 561).

In axial coding and selective coding, the researcher looked for the same data from category and combines the other categories with the same meaning. Strauss and Corbin (1990) stated that “axial coding is a set of procedures that the researcher follows, where by the data originally segmented into small units of fractions of whole text are recombined in new ways following the open coding” (as cited in Cohen, Manion, & Morrison, 2011, p. 561). In addition, the researcher categorized some categories that were categorized into several other small categories. In this part, the researcher combined the equations from the participant’s answer into one according to the categories made by the researcher. Then, the researcher discussed the findings in the next chapter.