

Chapter Three

Methodology

This chapter discusses the methodology used in this research. There are six sections namely research design, research setting, research participant, data collection method, research instrument, and data analysis. Several theories are also included in this chapter to support the methodology in this study.

Research Design

The nature of this research used qualitative research design to explore the problem in pre-service teachers' challenges in designing assessment during the internship program. In qualitative research, the researcher needed to explore a problem more specifically until the researcher found out the answers related to the research questions. Creswell (2012) stated "In qualitative research, the researchers need to collect the data in order to learn from the participants towards the study and develop forms and called protocols for coding data as the study proceeds" (p.17). From the statement mentioned, the researcher did not need to explain more specific in literature review, but the researcher only needed to explain more specific finding and discussion in order to answer the research questions in qualitative research.

The research adopted the qualitative approach since the research data were obtained by learning from the participants' perceptions. Based on this research purpose, this research used the qualitative design to focus on describing statements from participants. Creswell (2012) asserted "In qualitative research, the researchers describe the lives of individuals, collect, tell stories about the individuals' lives, and

write narrative about their experience” (p.22). Therefore, the qualitative research design was appropriate to this study in order to conduct this study.

Furthermore, this research used descriptive qualitative research because the researcher needed the participants’ explanations descriptively. The results of this research showed the students’ perceptions and experiences about the importance of pre-service teachers in designing assessment during their teaching internship program. Besides, this qualitative research design was able to help the researcher to get information about pre-service teachers’ perceptions towards the importance and challenges of pre-service teachers in designing assessment during their teaching internship program based on their experiences in detail.

Research Setting

This research was conducted at an English Language Education Department (ELED) of a private university in Yogyakarta. There were some reasons why the researcher used its place to conduct this research. First, a course called ‘Internship’ was constantly conducted every semester. Internship is the practicum program is one of the activities that must be implemented by ELED students to achieve a bachelor's degree in education. In addition, there was designing assessment when the students of ELED taught at the school so that the researcher used the department as a research setting in conducting the research. Besides, the researcher conducted this research at ELED because the researcher is currently a student from its institution. Therefore, conducting the research at ELED was accessible for the researcher to conduct the research.

This study collected data about the participants' perceptions, opinions, and experiences towards the information to answer the provided research questions. The researcher selected the case based on the pre-service teachers' experiences through designing assessment during their teaching practice in internship program. Regarding the statement mentioned, it was line with Sexias, Smith, and Mitton (2018) who declared that a qualitative descriptive approach is a fact which discusses about the experiences, or diffuse information.

In addition, this research was started from March until April 2019. Besides, it took four days to collect the data. The researcher spent two weeks to analyze the data from the participants. Also, the researcher spent three weeks to do the chapter three which discussed about the methodology of the research and chapter four and five which discussed about finding and discussion. Hence, the researcher conducted this research around two months.

Research Participants

The participants of this research were four ELED students of a private university in Yogyakarta. Besides, the researcher believed that from four students, it could answer the research questions in collecting data. First, all participants had fulfilled several criteria. Firstly, they were the students of ELED batch 2015. Secondly, they had completed internship programs conducted. Thirdly, all participants had experienced in designing assessment to assess students during internship program. Additionally, they had experienced to teach elementary school, junior high school, and senior high school level. Likewise, they were willing to share

their experiences during the internship program teaching used for collecting data. The researcher believed that the students as the student-teachers at ELED could provide the information for this research since they had experienced in designing assessment during teaching of internship program. The researcher chose the participants based on the recommendation from the lecturer as the coordinator of internship program in the department. Therefore, the researcher interviewed four participants. The grading of internship program related to internship program guidebook. Based on the internship guidebook program ELED in one of private university of Yogyakarta (2018) explained the range of scoring in internship program was from grade A to D. the highest score of grading was A which is from range 85-100 and the lowest score of grading was D which is from range 30-54. As followed by the table bellows:

Standar Nilai	Nilai	
	Huruf	Angka/ Bobot
85 - 100	A	4,00
80 - 84	A-	3,75
75 - 79	B+	3,25
70 - 74	B	3
65- 69	B-	2,75
60 - 64	C+	2,5
55 - 59	C	2
30 - 54	D	0

The first participant was a female who had done the internship program at one of elementary school, junior high school and senior high school in Yogyakarta. She had taught four times to do the teaching, and she also once gave the assessment once to her students during the internship program. She did the internship program well and got A score of the internship program. Besides, the first participant was called as participant one in this research. She was also a student of a private university in Yogyakarta. The interview was held on Sunday 3rd of March 2019 at her boarding house. The interview took around fifteen minutes.

The second participant was a female. The second participant was mentioned as participant two of this research. She was also a student at a private university of Yogyakarta. She was good in doing internship program, and she got an A score of internship program. The interview was held on Saturday 23th of March 2019 at her friend's boarding house. The interview took around twenty-five minutes and twelve seconds.

The third participant was a male who did the internship program at one of elementary school, junior high school, and the senior high school in Yogyakarta. He had taught four times and conducted the assessment for his students once during the internship program. Besides, he got B score in doing the internship program. The interview was conducted on Tuesday 9th of April 2019 at private university in Yogyakarta. The interview took around twenty minutes and eleven-nine seconds.

The fourth participant was a female who had done the internship program at one of elementary school, junior high school and the senior high school in

Yogyakarta. She had taught four times, and she had given the assessment to their students two times during the internship program. She was an ordinary student. She got C score in doing the internship program. The interview was conducted on Friday 12th of April 2019 at her boarding house. The interview took around fifteen minutes and twenty-eleven seconds.

Data Collection Method

This study used interview as the data collection method to collect data. The interview was conducted because the researcher wanted to explore information from participants by doing follow up questions and clarifying the answers. The type of interview used in this study was an open-ended interview.

This research used interview to collect the data. Interview is an easy way for data collection method enabling multi-sensory channels to be used in verbal, non-verbal, spoken, and heard (Cohen, et.al 2011). Before conducting the interview, the researcher needed to prepare the interview concept. According to Cohen et al. (2011), the researchers need to prepare the interview concept, purposes of interview, and the type of interview. Besides, the interview concept must be clear and enactive if the participants will have good answers to data collection. They also added that if the interviewers do their job well (establishing, reporting, asking question in an acceptable manner, and others), the participants are sincere and well-motivated so that the accurate data may be obtained. Additionally, the interview concept of this research is related to the delivering ideas such as in role-playing, stereotyping,

perception, and understanding. Moreover, this research had the purpose of the interview to get goals and good results. Thus, the interview in the sense of range from the formal interview set the asked questions, and the recorded answers on a standardized schedule through less formal interviews from the interviewer was free to modify the sequence of questions.

This research was conducted using interview guideline approach. From the statement mentioned, the interview guideline approach was specified in advance in the outline form. Then, the researcher prepared a lot of questions to get the information in order to get the questions from the participants. The outline of the interview guideline increased the comprehensive data which made the systematic data collection for each research participant. Accordingly, the interview remained fair conversation and situation.

The data gathering instrument used in this research was interview. Cohen, et al (2011) stated “One of the purposes in doing interview is to sample participants’ opinions as in door-step interviews” (p. 411). The researcher chose the interview as the data collection method because the researcher wanted to find out the participants’ opinions or perceptions towards the issues. Thus, the researcher agreed that interview was the most suitable instrument for the research. Cohen, et al. (2011) asserted “The exact wording and sequence of questions are determined in advance” (p.413). The researcher used open-ended interview to make sure all the data were complete from each participant because they got the same questions. In addition, it was easy to analyze the data because the questions were given in the same order for each

participant. Besides, Cohen, et al. (2011), "open-ended question has a number of advantages like flexible which allows the interviewer to probe so that the participants may go into more choices or to clear up misunderstanding statements being conveyed" (p. 416).

Research Instrument

This study utilized the interview guideline as the research instrument. The interview guideline consisted of two questions regarding the importance of designing assessment and the challenges in designing assessment during the teaching in the internship program. Besides, the interview process was recorded using a mobile phone. In this research, the interview used Indonesia language to facilitate the researcher in delivering the questions and the participants in answering the questions and expressing ideas of perception in the interview process.

Data Collection Procedure

In the data collection procedure of the research, the researcher contacted each participant through the phone first to make the appointment. After making the appointment with the participants, the researcher and participant one met on Sunday 3rd of March 2019 at 2 p.m. and had an interview around fifteen minutes. Then, the researcher and participant two met on Saturday 23rd of March 2019 at 4 p.m. and had an interview around twenty-five minutes and twelve seconds. Likewise, the researcher met participant three on Tuesday 9th April 2019 at 9 a.m. and had interview around twenty minutes and eleven-nine seconds. Lastly, the researcher met

participant four on Friday 12th of April at 11 p.m. and had a conversation around fifteen minutes and twenty-eleven seconds.

The researcher also did the follow up interview to three participants, participant one, participant two, and participant three. The follow up interview questions were about the importance which they implemented directly if they found some importance in designing assessment. The purpose of follow-up interview was to make the findings of this research to be more specific. Furthermore, the follow-up interview was conducted around 15 minutes for each participant. The researcher did the follow up questions for participant one on Sunday 10th of March 2019 and had an interview around fifteen minutes about the importance of designing assessment. Then, the researcher did the follow up questions for participant two on 2nd of April 2019 and had an interview around ten minutes about the importance of designing assessment. At last, the researcher had done the follow up questions for participant three on 17th of April 2019 and had an interview around fifteen minutes about the challenges in designing assessment.

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 questions. 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.

Transcribing the data. After conducting the interview, the first step of data analysis was transcribing the results of the interview from every participant's words, phrases, and sentences. Transcribing was useful for the researcher to know the participants' answers. Creswell (2012) maintained that transcribing the result of interview is the procedure of translating recording or field notes into the form text data. Besides, Cohen, et al (2011) stated that transcribing is the process of writing down the interview from the recorder, or changing from audio form into written form, in order to get the participants' answer. The researcher used verbatim technique, so the researcher wrote down all the things spoken by the participants during the interview without adding or editing anything from the data.

Member checking. 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. To ensure or check validity, the researcher did member checking. Member checking involves of taking data and interpretations back to the participants in the study so that they can confirm the credibility of the information (Miller, 2000). Besides, in doing the member checking, the researcher gave the interview transcript to the participants through WhatsApp. Therefore, based on the result of member checking, 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.

Coding. 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, et.al 2011). Besides, they added that coding helps researcher to identify similar information from the participants and it also eases the researcher to get acceptable results since the information has been categorized. Therefore, for more detailed information each coding step is explained in the following paragraphs.

Open coding. Open coding is a process to code important answer from the participants. Cohen, et al. (2011) open coding can be performed on a line-by-line, phrase-by-phrase, sentence-by-sentence, or paragraph-by-paragraph. Besides, the researcher gave a label to the data. According to Strauss and Corbin as cited in Cohen, et al. (2011) who indicated that open coding is generated and defined as category or phenomenon. Besides, the researchers should make a column for translated statements, themes, category and the explanations about time and place where they researcher conduct the interview.

Analytic coding. 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. For example, in each sentence which answered the

research questions, the researcher gave a code such as P2.2.2. The word P2 was the second participant, number 2 was the second research question, and another number 2 was the answer found from the dialogue. Cohen, et al., (2011) mentioned that in analytical coding, group of the descriptive code should be explained deeper and becomes more interpretive. Additionally, they also stated that analytical code is more than descriptive coding, and it becomes more interpretive.

Axial coding. 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. Cohen, et al (2011) asserted that an axial coding refers to causal condition, a phenomenon, context, intervening conditions, actions and interactions, and consequences.

Selective coding. 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.