Chapter Three

Methodology

This chapter discusses the methodology used in this research. This chapter explains some points such as research design, research setting, and research participants. This chapter also provides data collection technique, data collection procedure, and data analysis.

Research Design

This research used qualitative research method. The researcher aimed to explore pre-service teachers' perceptions towards the use of realia in teaching vocabulary. According to Johnson and Christensen (2008), "qualitative research uses wide and deep angle lens, examining human choice and behavior as it occurs naturally in all of its detail" (p. 35). Besides, this research produced explanation and description of the participants' perceptions. The data form was in verbal form. Therefore, a qualitative method was appropriate as the research method for this research.

Moreover, in the qualitative research method, the researcher used descriptive qualitative research design. The use of descriptive qualitative was to gather and to interpret the information from the participants about the phenomenon being studied. Sandelowski (2000) stated descriptive qualitative is detailed of the phenomena which involve the talk of participants and researcher. Besides, according to Elliot and Timulak (2005), descriptive qualitative research has a feature of emphasis on understanding the phenomenon in their rather than from some outside perspective. The researcher wanted to seek detailed information related to the use of realia as a teaching aid through ELED pre-service

teachers' experiences when they did an internship program. For this reason, descriptive qualitative was chosen as the research design.

Research Setting

This research was conducted at ELED of a private university in Yogyakarta. The researcher chose this department because of several reasons. The first was because this department has an internship program or teaching practicum that enables the student to play a role as a pre-service teacher and teaches in a certain school. The second was because there were several students from this department implemented realia as a teaching aid when they taught vocabulary in the internship program. That way, the students have already had experience and information in teaching vocabulary using realia in their internship program that appropriate for this research.

The researcher started collecting the data on the beginning of March 2018. This research was conducted in a month at even semester of 2018. The researcher collected the data in the first week to the third week in March 2018. Furthermore, the fourth week was used to transcribe all the data and to do member checking. After the transcribing and member checking, the researcher gave a label to every finding related to the research objective and analyzed the finding by doing data analysis. After the researcher done with the data analysis, the researcher reported the findings and gave discussions of the finding in chapter four of this research.

Research Participants

The research participants were the students from ELED in a private university of Yogyakarta from batch 2014. The reasons for choosing the students from batch 2014 to be the participants were because the students from batch 2014

recently pass all the internship programs when the researcher gathered the data. Thus, the researcher expected the students from batch 2014 could give rich information and could share experience in internship program related to the use of realia in teaching vocabulary.

The researcher used non-probability sampling strategy to select the four participants in this research. Cohen, Manion, and Morison (2011) argued that non-probability sample only presents the case in small scale. The participants were only the students who implemented realia to teach vocabulary in their internship program. In addition, purposive sampling and snowball sampling was used in this research. Purposive sampling was used to find the first participant of this research. A purposive sampling had been chosen because to select the first participant, the researcher had specific purposes or criteria.

The researcher decided the participants from specific criteria. The first was the students must be ELED students from batch 2014. The second was the students that already passed at least three internship programs. The third was the students that had implemented realia as a teaching aid at least once in their teaching practicum. Cohen et al. (2011) argued that "researchers hand-pick the cases to be included in the sample on the basis of their judgment" (p.156). The purposive sampling was used to select the first participant of this research.

After the researcher found the first participant from the purposive sampling, the researcher then used snowball sampling to find the other participants. The researcher asked the first participant to recommend the other students who had implemented realia as teaching aid in teaching vocabulary in the internship program. Creswell (2012) stated, "snowball sampling is a form of

purposeful sampling that typically proceeds after a study begins and occur when the researcher asks participants to recommends other individuals to be sampled" (p. 209). The researcher found the three other participants based on the first participant recommendation.

Based on the specific criteria and recommendation, there were four selected participants available to be the participants of this research. The participants consisted of three males and one female. They were students of ELED from batch 2014. All participants were suitable because they had completed all the internship program and used realia as teaching aid at least once in the internship program. Their pseudonym names were Eko, Dwi, Tri, and Catur. Using pseudonym when reporting the data was purposed to protect the participants' identity.

Data Collection Technique

The interview was used to explore pre-service teachers' perception toward the use of realia in teaching vocabulary. The interview was used to investigate three main research objectives. The research objectives was to know the classroom activities implemented by pre-service teachers in teaching vocabulary using realia, the strength of using realia as a teaching aid in teaching vocabulary, and the weaknesses of using realia as a teaching aid in teaching vocabulary. Cohen et al. (2011) stated, "Interview is a flexible tool for data collection enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard" (p.409). For this reason, the interview was chosen as the instrument to collect the data from the participants.

The construction of schedule in this research was designed in open-ended items. Kerlinger (1970) argued, "those that supply a frame of reference for respondents' answer but a minimum of restraint on the answer and their expression" (as cited in Cohen et al., 2011, p.416). Silverman (1993) also mentioned that "the importance of open-ended interviews, as this enables the participant to demonstrate their unique way of looking at the world their definition of the situation" (as cited in Cohen et al., 2011, p. 205). Thus, the researcher was able to gain deeper information. The question format used was indirect question as it provided more detailed information from the participants. Furthermore, Tuckman (1972) argued that the use of the indirect approach is more likely to produce frank and open responses (as cited in Cohen et al., 2011).

Moreover, the questions asked by the researcher to the participant were about the classroom activities implemented in their teaching practicum. The researcher also asked how the pre-service teachers perceived the strengths and weaknesses towards the use of realia as teaching aid in teaching vocabulary.

Data Collecting Procedure

In conducting the data, the researcher took several procedures in the interview session. The first procedure was the researcher asked the participants' teaching practicum experience to make sure they had passed the internship program. The second procedure was the researcher asked the participants about the media used in their teaching in the internship program. That way, the researcher confirmed the participants were suitable to the participants' specific criteria.

After asking the questions to make sure the participants were suitable, the researcher asked for their availability to conduct the interview by sending messages via WhatsApp messenger. The researcher and the participants arranged the time and place to conduct the interview. The interview was conducted in Bahasa Indonesia to ease the researcher exploring depth information of the participants' perceptions. Bahasa Indonesia was the first language of the researcher and participants in communication. Bahasa Indonesia also used to ease the participants to reveal their opinions and experiences. In the interview, the researcher asked some questions to the participants and this interview session was recorded by the participants' permission. The conversations were recorded using the researcher's mobile phone.

Data Analysis

After conducting the interview, the researcher did several steps in analyzing the data. The steps were transcribing, member checking and coding. The first step was transcribing the data from the spoken form to text. Creswell (2012), stated, "transcription is the process of converting audiotape recordings or field note into text data" (p. 239). The researcher transcribed every word spoken by the participants.

The second step was member checking to check the validity and reliability of the transcript data. Creswell (2012) mentioned that member checking is a process in which the researcher asks one or more participants in the research to check the accuracy of the report. The participants' confirmation was used as the evidence of the trustworthiness of the data. Cohen et al. (2011) stated, "reliability can be regarded as a fit between what researcher record as data and what actually

occurs" (p.202). In member checking, the researcher gave the printed translation of recorded interview and asked the participants to check the transcription of the data to ensure that the data were relevant and suitable with their perception. Member checking was used to confirm all data from the participants.

After the participants agreed and confirmed the interview transcript, the last step was the researcher analyzed all the data from the transcript interview by using coding. Kerlinger (1970) argued that coding as the translation of the question responses and respondent information to specific categories for the purpose of analysis (as cited in Cohen et al., 2011). The researcher used open, analytic, axial and selective coding. The types of coding used were explained below.

In open coding, the researcher gave name or label to give category that represented the idea for each sentence from the participants. Strauss and Corbin (1990) stated, "open code is simply a new label that researcher attaches to a piece of text to categorize that piece of text" (as cited in Cohen et al., 2011, p. 561).

In a process of open coding, the researcher gave label "activity" to every statement from participants who mentioned activity implemented by the pre-service teachers in the classroom. Then, label "strength" to every statement that presented participants point of view of the strengths of using realia in teaching vocabulary. Last, label "weaknesses" to every statement that presented the weaknesses of using realia in teaching vocabulary. In this stage, the participants' statements were labeled based on the order number of the participants and their pseudonym. Their pseudonym names were in Sanskrit such as Eko, Dwi, Tri, and

Catur. The researcher added name and numbering to every labeled statement in order to analyze the sequence of the code.

The next process was analytic coding. Cohen et al. (2011) mentioned that analytic coding is a descriptive code to generate information into a smaller unit and more interpretative. After the researcher done analytic coding, the researcher did the axial coding. Axial coding was a set of procedure that researcher followed whereby the data were originally segmented into small unit or theme. Cohen et al. (2011) stated that an axial code is a category label ascribed to a group of open codes whose referents the phenomena being described are similar in meaning.

In the phase of axial coding, the researcher interpreted participants' statement and presented relevant information. As an example, the researcher interpreted "group discussion" as the activity implemented in teaching vocabulary when the participants were asked about the activities. The researcher also labeled it with "pre-service teacher makes a group discussion" and the researcher put it to other statements that had the same category label.

Then, selective coding was the last process coding in this research. Selective coding was a process of identifying the core in the category in a text. Cohen et al. (2011) said, "selective coding identifies the core categories of text data in integrating them to form a theory" (p. 562). In this part, the researcher identified the category into text or phrase. The data was analyzed based on research purposes. It consisted of the classroom activity implemented by pre-service teachers in teaching vocabulary using realia, the strength of using realia as a teaching aid in teaching vocabulary, and the weaknesses of using realia as a teaching aid in teaching vocabulary.