Chapter Three

Methodology

This chapter contains the research methodology. This consists of research design, research setting, research participant, data gathering technique, data collection procedure, and data analysis. First, the researcher explained method the researcher used in this study. Second, research setting and participants are explained in this chapter. Last, the researcher explained how data was collected, procedures for collecting data and also how to analyze data.

Research Design

This research used qualitative as a method to collect the data. According to Creswell (2012), qualitative research is suitable for the researcher who wants to know about the variable of a research problem and need to explore more detail about the research. Thus, qualitative research was suitable for this research because the researcher got deep understanding in the result related to the pre-service teachers perception about teaching practice, the challenges faced by pre-service teacher and the strategies used by pre-service teacher in teaching practice. In general, the data in qualitative research is in formed of words not number.

Moreover, the reseacher used descriptive qualitative as the research design. Creswell (2012) suggested that descriptive qualitative design is suitable to facilitate a detailed exploration of the participants' experiences. Moreover, the reseacher could

explor more details information from partisipants about their feeling in conducting teaching practice, the challenges faced in teaching practice and the strategies used by ELED pre-service teacher of private university in Yogyakarta in teaching practice.

Research Setting

This research was conducted at English Language Education Department (ELED) of a private university in Yogyakarta. This department implements a teaching practice program. This program was required course in this department. The name of this program was internship. This internship program was a program specifically for teaching practice at predetermined schools from the university. The internship program had six stages; in the first or odd semester; pre-service teachers conducted coaching with supervisor to guide them before they practice teaching; and in the second stage or even semi-semester, pre-service teachers carry out teaching practices starting from the elementary school , junior high, and senior high school according to their stages.

The researcher gathered data by interviewing the participants started from early of October 2018. The researcher interviewed the participants according to the criteria needed by the researcher. After the researcher interviewed the participants, the researcher analyzed the data that was obtained from the participant by matching the questions and answers from the participants whether it was in accordance with the answers needed by the researcher or not. Furthermore, the researcher transcribed data from participants. After that, the researcher did member checking and coding starting

from open coding until selective coding. The process of analyzing the data was completed on the first week of November 2018.

Research Participant

The participants of this study were the students of English Language Education Department (ELED) of a private university in Yogyakarta batch 2015. The participants choosen batch 2015 because students batch 2015 already finished being pre-service teachers in internship program. According to Creswell (2012), one of the characteristics of qualitative research is a small sample size, and there is no definite sample size. The researcher had four participants, three female and one male.

The researcher had several criteria to choose the participants. The criteria ware the participants of ELED from a private university in Yogyakarta batch 2015; the participants must have completed teaching practice in school; and they experienced teaching English from elementary school until high school. The researcher used convenience sampling is a non-probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher (Oskar, 2009). The researcher choose participants by selecting several participants having information and experience about teaching practices.

The researcher used pseudonym to keep the identity of the participants, so that the participants were more comfortable to deliver their information about teaching

practices. The researcher presented the female participants' names using Girly, Lucky and Miracle, while the male participant's name was replaced using Brawny.

Data Collection Method

The researcher used interview for collecting the data from the participants. Cohen, Manion, and Morrison (2000) stated, "the interview is not simply concerned with collecting data about life: it is part of life itself, its human embeddedness is inescapable" (p. 267). Interview was a suitable method to be applied in this reasearch because the researcher could explain more about the questions to the participants, if the participants did not understand the questions given by the researcher. Kitwood (1977) stated, "Each participant in an interview will define the situations in a particular way" (as cited in Cohen, Manion, & Morrison, 2011, p. 410).

The type of interview used in this research was open-ended interview, and the researcher used open-ended items to collect the data. According to Creswell (2012), in qualitative research, interview occurs when the researcher asks more than one participants in general using open-ended questions and record their answer. The interview used indirect questions. Tuckman (1972) stated, "by making the purpose of questions less obvious, the indirect approach is more likely to produce frank and open responses" (as cited in Cohen, Manion,& Morrison, 2011, p. 417). Tuckman (1972) also stated that unstructured response allows the respondent to give her answer in whatever way they choose (as cited in Cohen, Manion, & Morrison, 2011, p. 419).

Data Collection Procedure

There were several steps in collecting the data. First, the researchers made several interview guidelines that were in accordance with the research questions. Second, the researchers looked for participants who were in accordance with the research criteria, and interviewed the participants. Third, the researcher contacted and made appointment with the participant via WhatsApp to decide the time and the place to do the interview. After that, the researcher interviewed the participants one by one.

In interviewing the participants, the researcher used Indonesian language. This was done to ease the participants in understanding and answering the questions. In doing the interview, the researcher used four tools to get the information from the participants. The researcher used note and pen to write down important notes. In addition, the researcher also used cell phone to record the conversation with the participant during the interview process. To ease the researcher in interviewing the participants, the researcher used interview guideline. The interview guideline consisted of the questions developed from the research questions. The duration of the interview for each participants was about 15 until 25 minutes.

Data Analysis

In this part, the researcher explains the data analysis. After interviewing the participants and collecting the data, the researcher transcribed the data. The names of the participants in this research were presented using pseudonyms. Pseudonyms was used to protect the identity of the participant, and the names used by the researcher

were *Lucky*, *Girly, Miracle,* and *Brawny*. According to Cohen, Manion, and Marrison (2011), transcribing is writing down what the participants said in the recording in order to gain the participants' answer. This means that transcribing is the transformation from spoken to written. Transcribing was done to ease the participant in analyzing the data.

After transcribing the data, the researcher did member checking.The researcher printed the transcript of the interview and gave the trascript 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 the validity of the data. According to Creswell (2012), member checking is prosess in which the researcher asks one or more participants in the study to check the accuracy of the report. If the answers from participant was not the same as the theory, the data from the interview was not valid. Lincoln and Guba (1985) defined member checking as a means of enhancing rigour in qualitative research, proposing that credibility is inherent in the accurate descriptions or interpretations of phenomena.

The last step in alayzing the data was coding. The research did open coding, analytical coding, axial coding, and selective coding. Strauss and Corbin stated that an open code is simply a new label that the researcher attaches to a 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 topics in analytical coding and groups the data from the participants into those categories. The first category was "the pre-service teacher's feelings in teaching practice". Then, the next category was "challenges faced in teaching practice", and the last category was "strategies used in teaching practice".

Then, the next coding was analytical coding. Gibbs (2007) stated, "an analytical code 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 topics in analytical coding and grouped the data from the participants into those categories. Strauss and Corbin (1990) stated that analytical coding is a 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. 562).

In axial coding and selective coding, the researcher looked for the same data from the category and combine 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 a 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 answers into one

according to the categories made by the researcher. It was done to ease the researcher in making conclusions from the participants' answers. Then, the researcher discussed the findings in the next chapter.

Trustworthiness

The step of trustworthiness was applied in this research. Trustworthiness is a crucial aspect within qualitative research, and should not be taken lightly (Shenton, 2004). In addition, a thorough reporting of the process and the results of qualitative data collection and analysis is the key to justifying and assuring that trustworthiness exists in the study (Henderson, 2006 cited Veal, 2011). According to Veal (2011), Bryman (2012) and Loh (2013) trustworthiness consists of four different components — credibility: the validity of the findings; transferability: the applicability of the findings in other contexts; dependability: reliability of the findings at another time; and confirmability: objectivity of the researcher while carrying out his/her research. Trustworthiness was all about establishing these four things, which are described in more detail below.

Credibility was the how confident the qualitative researcher was in the truth of the research study's findings. Credibility connected with question about how the researcher knew that the findings were true and accurate. In this case, the qualitative researcher used data triangulation to show the research study's findings are credible.

Transferability was how the qualitative researcher demonstrates that the research study's findings ware applicable to other contexts. In this case, "other contexts" could mean similar situations, similar populations, and similar phenomena. In qualitative researchers used thick description to show that the research study's findings could be applicable to other contexts and situations.

Dependability was the extent that the research could be repeated by other researchers and that the findings would be consistent. In other words, if other researcher wanted to replicate, the other reseacher should have enough information from other research report to do so and obtain similar findings. A qualitative researcher used inquiry audit in order to establish dependability, which requires an outside person to review and examine the research process and the data analysis in order to ensure that the findings are consistent and could be repeated.

Last of this step was confirmability. Confirmability was the degree of neutrality in the research study's findings. In other words, this means that the findings ware based on participants' responses and not any potential bias or personal motivations of the researcher. This involves making sure that researcher bias does not skew the interpretation of what the research participants said to fit a certain narrative. To establish confirmability, qualitative researchers provided an audit trail, which highlights every step of data analysis that was made in order to provide a rationale for the decisions made. This helps establish that the research study's findings accurately portray participants' responses.

In conclusion, based on the four trustworthiness criteria above, researchers only focus on credibility to ensure data. Credibility used in members checking. The members checking was carried out by the researcher by meeting with the participants one by one and confirming the answers recorded previously. The researcher confirmed with participants that the answers they recorded was correct. Thus, researchers use members checking to check to make sure that trust could be maintained. Moreover, researchers used members checking as a means of maintaining research credibility as part of determining this trustworthiness to ensure the trust of this study.

Interpreting Issues

The reseracher used interview to collect the data from participants. The aim of this research investigate pre-service teachers' feelings in conducting the teaching practice, to investigate challenges faced by the English Language Education Department pre-service teachers in teaching practice and to investigate strategies used by the English Language Education Department pre-service teachers to overcome the challenges in teaching practice. Thus, as the data that was collected using Indonesian language and reported in English. Moreover, interpreting issues was discussed in this section. According to Riccardi (2002), states that interpreting, understood as the mental process and communicative act of reproducing orally in a target language what a speaker is expressing in a source language, has often been regarded by

translation scholars as phenomena which can be studied within the framework of and by means of translation science, translation studies, or translatology.

In the process of interview, reseacher used *Bahasa Indonesia* as mother tongue. The reason was because using *Bahasa Indonesia* makes it easier for researchers to communicate with participants and researchers could explore clearly the answers from participants. Janzen (2005) continues that interpreting for people who share in the different language involves understanding the ideas of one person inferred from one linguistic structure and re-constructing them into another linguistic structure, that of the language used by those intended to receive the interpreted message.

Futhermore, to reduce wrong interpretation in analysing data from the participants, the researcher consulted and discussed the result of interpreting and translating the data to the English lectures as the supervisor to guide the process of data interpretation. Therefore, the researcher can maintain the original participant's statement.