

Chapter Three

Research Methodology

This chapter discusses the methodology used by the researcher in this study. In chapter three, it discusses the research design, research setting, research participants, data collection method, data collection instrument, data collection procedure, and data analysis. Several theories are also included in this chapter to support the methodology in this study.

Research Design

The researcher applied qualitative approach in this study. The researcher wanted to know deeper about the challenges of the pre-service teachers in making the lesson plan during the teaching practicum. Also, the researcher wanted to collect the information in detail about the challenges and the strategies in making lesson plan based on the participants' experiences. Besides, the purpose of the qualitative approach is digging up the information that related to the topic. According to Creswell (2012), the characteristic of the qualitative approach is to explore the issue taken by the researcher and develop detailed information about. Also, it makes qualitative research suitable for the researcher to obtain the information as much as possible. Besides, Creswell (2012) also argued that in a qualitative approach, the literature review is less because the qualitative approach creates a new theory based on the findings. That way, it does not need a hypothesis in the research.

In this qualitative research, the researcher used a descriptive qualitative design. Lambert and Lambert (2012) stated that qualitative descriptive design

describes the detailed summary of experience, and it focuses on discovering the data about the nature of specific experience under study. Therefore, in this design, the researcher could get a thick description of the phenomena investigated under the study.

Research Setting

The researcher conducted a research at English Language Education Department (ELED) of a private university in Yogyakarta. There were some reasons to choose this place as the research setting. Choosing ELED of a private university in Yogyakarta as research setting came up as the reason in which the researcher had implemented an internship program for pre-service teachers. In the internship program, the pre-service teacher was asked to design a lesson plan. This program would make a collaboration of several schools from elementary school to senior high schools. The activities mostly done in Internship were coaching and teaching practice. According to the Pedoman Internship of ELED 2017/2018, the internship program is one of the curricular activities which become mandatory course as the requirement for students to achieve a Bachelor Degree of Education. Besides, internship program activities cover preparation, implementation, and evaluation. Through this course, students are expected to form a necessary competence to become a professional educator (English Language Education Department, 2016). Choosing this research setting, the researcher is a student of ELED of a private university in Yogyakarta. As part of this department, it was easier for the researcher to get the data and approach the participants.

In addition, the researcher also determined the right time to get the data. The researcher chose the day and hour regarding the participants' appointment in conducting the interview. In a week, the researcher interviewed three participants to get the data. The time of the data gathering was started from October 2017 until February 2019. Thus, the researcher collected the data on January 2019 and continued to analyze the data at a private university in Yogyakarta.

Research Participants

The researcher selected three pre-service teachers of ELED at a private university in Yogyakarta as the participants of this study. The researcher chose three pre-service teachers as the participants because the researcher believed that the knowledge to answer the research questions did not represent the number of participants obtained from particular participants. The researcher chose the participants based on particular characteristics. According to Cohen, Manion, and Morrison (2011), the participants were selected based on their characteristics.

The researcher provided three characteristics to choose the participants. Firstly, the participants should be the students' batch 2014 of ELED at a private university in Yogyakarta. For the reason, the participants were the pre-service teachers who had designed a lesson plan for elementary, junior, and senior high school levels. The participants must be pre-service teachers in who had been experienced in designing lesson plan. Secondly, the participants were one of pre-service teachers who had grade point average (GPA) score of 3.50 to 4.00, one pre-service teacher with an average score in GPA of 3.00 to 3.40, and one pre-service teacher with a GPA score of 2.50 to 2.90. The researcher chose the participants based

on their GPA because the researcher could get the opinion and experiences of the participants in different levels of GPA. The participants' identities were anonymous and changed to Participant one (P1), Participant two (P2), and Participant three (P3). The participant one had high GPA, second participant had medium GPA, and the last participant had low GPA.

Data Collection Method

This study used interview to collect the data because using interview could help the researcher get wide and deep information. Especially, the aims of this research were to know the challenges and strategies in designing lesson plan based on pre-service teacher experiences.

The type of interview used by the researcher in this study was standardized open-ended interviews. The researcher chose the type of interview because standardized open-ended interview has organized interview guideline and should follow the sequences. Cohen (2011) stated that standardized open-ended interview uses an interview guideline and develops the question outline sequenced. From the statement mentioned, using this type of interview, the researcher can develop the question and get more specific information from the participants' answer. Besides, the participants may have different answers, and the researcher can change the question upon the interview to make an appropriate question (Teijlingen, 2014).

The interview was conducted in Indonesian language to make the communication clear. Indonesian language is the native language of the participants and the researcher. Using the first language made the researcher and participants

understand the meaning and the words and avoid misunderstanding between researcher and participants when conducting the interviews.

Data Collection Instrument

This study adopted the interview as the research instrument. According to Cohen et al. (2011), the interview is the exchange of the perspective between one or more than one participants. In the interview, the participants can answer based on their viewpoints and experiences. However, the researcher looks for the answer related to the topic and avoids the bias in conducting the interview. Also, the interview is conducted to answer the research questions and gather some detail information related to the topic. The research objectives in this research were about the challenges faced by the pre-service teachers in designing a lesson plan and the strategies in solving the challenges in order to design a lesson plan.

The researcher also utilized tools to help the researcher in gathering the data in the interview. The researcher used interview guideline to guide the interview questions and arrange the participants to answer related the topic in order to fulfill the information. The researcher used a recorder to record the interview so that the researcher could analyze the data from the recorded interview. The researcher also used a notebook and pen to take notes of important points to continue to follow-up questions in order to get more detailed information.

Data Collection Procedures

This part explained the procedure followed to gather the data. There were steps to collect the data. The first step was preparing the interview guideline. The second step was contacting the pre-service teachers as the participants to ask

permission and agreement for the interview. The researcher contacted the participants by sending messages through Line and WhatsApp messengers. Also, the researcher would decide the time and place to do the interview with each participant. Then, when doing the interview, the researcher would give the introduction to the topic so that they would have the overview of their participation in this study. In the interview, the researcher used Indonesia language to reduce miscommunication and make the researcher feel easier to gather the information because it is the mother tongue of the researcher and the participants.

Data Analysis

After doing data collection procedures, the researcher did data analysis. In data analysis, the researcher used several steps to analyze the data. The data analysis steps were transcribing the recorded interview, member checking, and coding. Each data analysis step is explained in the following paragraphs.

The first step was transcribing the data. Cohen et al. (2011) stated that transcribing is an important step in an interview to reduce the potential of data loss. Transcribing data had been done by putting recorder data into words. Cohen et al., (2011) stated that transcribing is writing down what participants' answer in order to gain the point on it. The researcher uses verbatim transcription which the researcher does not increase, decrease, or change everything which participants said.

The second step was member checking. Member checking could help the researcher to get the participants' verification of their statement in the interview. Rager (2002) said that member checking is identified as the participants' verification. To ensure the validity of the data, the researcher has to check the transcript of the

interview to avoid any mistakes by doing member checking. According to Creswell (2012), member checking is a process in which the researcher asks the participants in the study to check the accuracy of the account. The researcher did the member checking to participant one and participant two to get more detail information. Thus, the procedure of member checking is similar with the procedure of interview.

The third step was coding. The researcher analyzed the data through four steps of coding. According to Cohen et al., (2011), the simple code a name or label that the researcher gives a piece of text that contains an idea or a piece of information. Coding enables the researcher to identify similar information (Cohen et al., 2011). There are four steps to analyze the data of interview namely open coding, analytical coding, axial coding, and selective coding. Open coding is to label all points which are mentioned by participants. Cohen et al., (2011) stated that open coding can be performed on a sentence by sentence. Then, analytical coding means that the researcher makes a group of texts which contain similar meaning. Cohen et al., (2011) said that an analytical code might derive from the theme of the research.

In addition, the next step was axial coding. In axial coding, the researcher categorizes the statement from open coding into one topic. According to Cohen et al., (2011), “axial coding connects to relate codes and subcategories into large categories of common meaning shared by the group of codes in question (thereby creating a hierarchy in which some codes are subsumed into the large axial category); an axial code, as its name suggests, is a category or axis around which several codes revolve”. (p. 562). The last step of coding was selective coding. In the selective coding, researcher has to select the same categories between open and axial coding into