

## **Chapter Three**

### **Research Methodology**

This chapter discusses research methodology which is used in this study. This chapter consists of design of the study, setting of the study, participants of the study, data collection method, and data analysis. In design of the study, the researcher discusses the design and the reason why that is used. In the setting and participants of the study, the researcher discusses where the study is conducted by the researcher and who the participants in this study are. In the data collection method, the researcher describes how the way she collects the data. In the data analysis, the researcher explains some steps to analyze the data.

#### **Design of the Study**

The first purpose of the study was to expose the implementation of lesson plan or how the lesson plan was implemented by English Education Department of Universitas Muhammadiyah Yogyakarta (EED of UMY) pre-service teachers. The second purpose of the study was to find out problems faced by EED of UMY pre-service teachers on the implementation of lesson plan. The third purpose of the study was to investigate strategies that were used by EED of UMY pre-service teachers to overcome the problems on the implementation of lesson plan. Thus, qualitative design was followed in this study for gathering the data. Merriam (2009) pointed that most qualitative researchers are fascinated in accepting the intention people have created, that is, how people add up of their world and the experiences they need in the world. It makes the researcher challenged to conduct the research using qualitative research.

Furthermore, this study used descriptive qualitative research because the result reported about phenomenon and opinion of people that was not quantifiable. Hence, this study was suitable to use descriptive qualitative research. Description is a comprehensive interpreting of individuals, places, or events in a background of qualitative research and it is easy to begin the analysis after the first reading and coding of the data (Creswell, 2012). By using descriptive qualitative research, it could give detailed information related to this study. Creswell (2012) further showed that in giving comprehensive information, description is able to carry the reader to a research site or support the reader imagine a person and it proceeds experience and practice to describe the feature in a situation.

### **Setting of the Study**

This study was conducted at SMA Muhammadiyah 6 Yogyakarta. The researcher chose SMA Muhammadiyah 6 Yogyakarta as the research setting in this study because of some reasons. First, SMA Muhammadiyah 6 Yogyakarta was one of the schools where internship program was conducted so the researcher had a chance to observe the students at that school. Also, at the time this research was being conducted, the internship program at this school was still running. Second, it was accessible for the researcher as the researcher had been living near the school. This study was conducted on April to May 2016. The researcher gathered the data in approximately a month.

### **Participants of the Study**

The participants in this study consisted of three students as pre-service teachers of EED of UMY batch 2013 who were doing internship program at SMA Muhammadiyah 6 Yogyakarta. Purposive sampling was used to select the

research participants. Etikan, Musa, and Alkassim (2016) revealed that the purposive sampling technique is called judgment sampling. It is the thoughtful choice of a respondent because of the abilities the respondent possesses. It is a non-random technique that does not need fundamental theories or a set number of respondents. The researcher selected and sets out what the requirements to be known, looked for people who were able and are willing to deliver the information by feature of knowledge or experience.

Three pre-service teachers were selected as participants in this study because of some reasons. First, they had joined the internship program during six semesters. Second, in the internship program they had created lesson plan to conduct teaching and learning process. Third, they were willing to be observed and interviewed by the researcher. In this study, the researcher chose three participants because there was no limitation of number of participants in qualitative research. Mason (2012) as cited in Bonde (2013) pointed that it is good having a smaller number of interviews that are inventively and interpretively analyzed, than increasing the sample size where the researcher is able to run the possibility of running out of time and flop to analyze content appropriately. The participants consisted of three females because they still had twice more in teaching practice to be observed by the researcher twice. The researcher used pseudonym for three participants. The pseudonym is name of abbreviation. They were pre-service teacher A (PSTA), pre-service teacher B (PSTB), and pre-service teacher C (PSTC).

### **Data Collection Method**

The researcher used observation and interview as data collection method.

**Observation.** The researcher conducted observation in six meetings. Each pre-service teacher was observed twice. Creswell (2012) revealed that observation is the method of collecting open-ended, straight information by observing people and places at a research place. Furthermore, Cohen (2011) highlighted that the unique characteristic of observation as a research method is that it deals an investigator the occasion to collect ‘live’ data from naturally taking place social circumstances. In this method, the researcher was able to gaze directly at what is occurring in situ rather than entrusting on second-hand accounts.

The researcher observed the phenomenon through outside the class because there was a reason. A teacher at that school had made a regulation that if any student of university did observation at that school especially at the class, the student of university had to observe the phenomenon of the class through outside the class. This was called as a nonparticipant observer.

Creswell (2012) found:

“A nonparticipant observer is an observer who visits a site and records notes without becoming involved in the activities of the participants. The nonparticipant observer is an “outsider” who sits on the periphery or some advantageous place (e.g., the back of the classroom) to watch and record the phenomenon under study” (p.214).

Before conducting the observation, the researcher learned the participants’ lesson plan first so that the researcher understood what the participants did at the class. Then, the researcher prepared a video recorder and an observation checklist. Video recorder was used to record teaching and learning process when the pre-service teachers or participants implemented their lesson plans at the class. While,

observation checklist was used to report the observation whether the implementation had been appropriate or inappropriate. Moreover, the researcher conducted the observation. The researcher observed teaching and learning process at the class by using video recorder and reported the observation into observation checklist.

**Interview.** The researcher used interview to add some unclear information from the observation. Besides, the researcher used interview to check the second and third research questions and the reason why they did not implement some of components in the lesson plan. Englander (2012) found that the interview has converted the core data collection method narrowly related with qualitative, human systematic study. Harrel and Bradley (2009) stated that interviews are discussions between an interviewer and an interviewee to collect information on a particular set of issues.

Before conducting the interview, the researcher made interview guidelines. It consisted of some questions to be asked to the participants. Those questions were open-ended questions. An open-ended response to a question permits the participant to make the choice for responding (Creswell, 2012).

Then, the researcher used tools to conduct the interview. First, the researcher utilized video recorder. The researcher asked the participants to watch their teaching practice at class several days ago so that they could remember what the activity that they had not implemented in the lesson plan. Second, notebook was used to put those questions that were asked to the participants. Third, audiotape recorder was used to record participants' voices in answering those questions.

Before the researcher started the interview, the researcher asked the participants to watch the video of their teaching practice first. After that, the researcher started the interview. Creswell (2012) argued that “a qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers” (p. 217). The researcher recorded the face-to-face interview with the participants by using cellphone. Harrel and Bradley (2009) further found that interviews are able to be carried out in person or via cellphone. The researcher conducted the interview by using Indonesian language so that the researcher and the participants understood and gained clear and detailed information. The researcher used semi-structured interview because it provided the participants sufficient time and space to express their several of views and permits the researcher to reach to and follow up on evolving ideas and explaining events (Nohl 2009). In addition, Nohl (2009) further showed that semi-structured interviews permit not only for measuring the participants' opinions, statements and views; they also permit to gain narratives about their individual experiences.

### **Data Analysis**

The researcher used descriptive qualitative analysis. Based on the obtained data, the researcher changed the result of observation from video record into written text in the form of table. Then, the researcher made the results to be narrative text based on what happened during the observation. Furthermore, the researcher transcribed the results of the interview to be interview transcript. Creswell (2012) pointed that transcription is the method of altering audiotape recordings or field notes to be text data.

Moreover, the researcher conducted member checking to the interviewee to fix the data. The researcher asked the participants one by one to prove whether what was written was what they actually said. Member checking endures to be an essential quality control process in qualitative research as throughout the course of conducting a study; participants accept the occasion to evaluate their speeches for truthfulness (Harper & Cole, 2012). After the researcher did member checking to the participants, there were some changes in the transcripts of interview.

To analyze the data, the researcher used coding analysis. "Coding is the process of segmenting and labeling text to form descriptions and broad themes in the data" (Creswell, 2012, p. 243). There were three types of coding analysis, namely open coding, axial coding, and selective coding. Open coding was used at the first time. In open coding, Omar, Hamid, Alias, and Islam (2010) argued that researcher looks for the data to be understood and categorize them into groups based on similarities and dissimilarities in themes. In the open coding, the researcher converted the result of interview from audiotape recording into text data. Then, the results from open coding were moved to *Microsoft Excel* to be axial coding. Omar et al. (2010) highlighted that in the axial coding, the researcher finds relations between the classifications. Besides, the researcher categorized the result from open coding into research question in axial coding. The last coding was selective coding. Omar et al. (2010) further added that a researcher is capable to assess, conclude and describe the results of the research. The researcher was able to give the result of this research based on the coding analysis.