

Chapter Three

Methodology

This chapter discusses the methodology used in this research. This chapter consists of four sub-chapters. There are research design, setting of the research, participants of the research, data collection method and data analysis. Research design discusses the design and the reasons why the researcher used this design. Setting and participants of the research discuss where the research was conducted and who the participants in this research were. Data collection method describes the way to collect the data. Data analysis explains steps of analyzing the data.

Research Design

This research used qualitative research method. According to Garson (2001), qualitative approach is an empirical approach. It means that qualitative approach can be used as a method for an experience research. The reason why researcher choose this approach is because the researcher want to dig out pre-service teachers experiences as well. The point of this research is to know some possible factors affecting pre-service teacher success on teaching practicum that are shown up during pre-service teachers' practicum experiences.

Setting and Participants of the Research

Setting. This research was held at the English Education Department of Universitas Muhammadiyah Yogyakarta. There are some reasons why the researcher chose the department. First, the English Education Department provides teaching practicum so that all of students in this department are pre-service teachers. They are doing teaching practicum in their internship. Based on

the researcher's experience and observation, the researcher faced some problem during practicum. The researcher was curious about the possible problems faced by other pre-service teachers. The second reason is this research is under researched. It will be the first research teaching practicum in this department.

Participants. The participants of this research were three students of English Education Department. There were two requirements for the participants. The first requirement was each participant should have finished teaching in different levels to make more reliable interview result. Second requirements was the participant should in different batch.

The participants were use pseudonym. Pseudonym is the fake name, so all of participants was namely fake. The reason why the participants used fake name was the researcher want to keep the participant's privacy. They were Rita, Dina, and Toni.

The first participant was Rita. She was at the 6th semester and she had finished her teaching practicum. She taught at elementary, junior and high school already. The second participant was Dina. She was in 4th semester and she has not finished her teaching practicum yet. She only had practicum at elementary and junior high school when the researcher interview her. The third participant was Toni. He was in semester 2nd. He is the youngest among all participants. He has finished his practicum at elementary school only. He was the only male participant

Data Collection Method

The data were collected by interviews. According to Sharma (2010), interviews are more accurate than another data collection method because interviews can reveal lines of thought that often miss while doing survey data. In line with Sharma (2010), Creswell (2012) said that interviews provide information that can be found directly while you are doing an observation. Also, interviews allow the participants to describe the detail of the information.

The interviews used 6 guidelines. There were a couple follow-up questions which were unlisted in the interview guideline. The follow-up questions were different in each participant/interview. The follow-up questions depended on the participants' answers to the researcher question. Hence, the follow up questions were the development from interview guideline in which the researcher felt it was necessary to ask deeper.

As mentioned in the first requirements before, the interviews were done after all the participants finished their teaching practicum at some levels. The reasons from the requirements were because the researcher wanted to make the data more reliable and valid. Besides, the researcher wanted to make the participants' score their teaching practicum from the first up to the last day, to judge which one was more successful.

The first and third participants were interviewed by phone and the second participant interviewed face to face. The interview was on long holiday and the participants were stay at their home in other province, so that some participants were interviewed by phone because the researcher could not meet or doing the

face to face interview. According to Cresswell (2013), interviews could be done by phone, mails or face to face. Interviews can reduce the time and both of the researcher and participants do not need to travel to meet up (Irvine, 2010). Considering that the first and third participants stayed in a different province so that this type of interview as really helpful for the researcher.

Before the interview, the researcher made an interview guideline and prepared some possible tools needed while doing the interview. The interview guideline consisted of some questions related to the teaching practicum. The possible tools were notebook and a voice recorder. The notebook used to write list of the questions to be asked to the participants. Voice recorder used to record the proses of interviews. The interviews were conducted in the Indonesian language because it is the first language of the interviewees and interviewer. Thus, it is understandable for both of them.

Data Analysis

After the data were collected, the researcher analyzed the data. This step is called data analysis. There were some steps in data analysis. First, the researcher transcribed the interview. Transcribing means transforming the audio or record of the interview or conversation into a written script (Hancock, Ockleford, & Windridge, 2009).

The second step was member-checking. Member checking is a section where the participants were shown the transcribed interview by the researcher. After the participants finished their checking, they returned the transcript to the

researcher. All the participants agreed with the transcription sent back to the researcher.

The third step was coding. “Coding refers to the process of assigning numerals or other symbols to answers so that responses can be put into a limited number of categories or classes” (Kothari, 2004, p. 123). There were three coding: open coding, axial coding, and selective coding. The steps were used to classify the results of interview.

Each coding had different points. Open coding was organizing the transcript to be in line with the question list. Sometimes, the participants answered the question randomly or unorganized. Thus, the function of this step organized the data. Axial coding was the next step after open coding. In this step the researcher categorized the data based on the answer of the guideline only. Then selective coding was the proses of selecting the point of all result that could be the answer of research question.