Chapter Three

Methodology

This chapter is about the methodology of this research which consists of four parts: research design, setting and participant, data collection method, and data analysis. First, research design explained about what kind of research approach and research method used in this study. Next, in setting and participant, the researcher explained where this study was conducted and the amount of participant in this study. Then, in data collection method involved the way to gather the data. The last is data analysis that explained the procedure in analyzing the data.

Research Design

The nature of this study is to explore understanding of the pre-service teachers of EED UMY about students' misbehaviors. Therefore qualitative research design was applied in this study. Qualitative research was employed in this study and it is usually characterized by the words form instead of numbers to "exploring a problem and developing a detailed understanding of a central phenomenon" (Creswell, 2012, p. 16). In addition, it is "to gain a genuine understanding of person or situation" (Furlong, Lovelace, & Lovelace, K, 2000, p. 532).

To be more specific, this study took a qualitative descriptive method. Descriptive research is a research that "presents a picture of specific details of situation, social setting, or relationship" (Neuman, 2003, p. 30). Kowalczyx (2015)

described descriptive research as a study designed to describe the participants who involve in the study.

Setting and Participant

  Setting. This study was conducted at the English Education Department of Universitas Muhammadiyah Yogyakarta. There were three reasons why the researcher chose that setting. Firstly, EED UMY is a department that produces teacher candidates. Therefore, this department must have the pre-service teachers that will be appropriate to be the participants needed by the researcher. Second, there is the internship program in EED UMY. At EED UMY, the internship program is one of courses that must be taken by the pre-service teachers as the requirement to graduate from the Faculty of Education. It is conducted for six semesters and it is start from the first to the sixth semester. In the odd semesters (1st, 3rd, and 5th semester) the students of EED UMY are given coaching about school environment, lesson plan, and teaching material. Then in the even semesters (2nd, 4th, and 6th semester), they conduct the teaching practice of the internship program in schools. Third, the researcher is one of students in EED of UMY. Therefore, it would be accessible to conduct the study. The researcher started to collect the data on April 2016.

  Participant. The researcher used the purposive sampling to choose the participants where the researcher purposely selected the participants to find out the central phenomenon with particular criteria (Creswell, 2012). Moreover, purposive sampling is appropriate to investigate particular types of case for in-depth data from the participants (Neuman, 2003). There were six participants with three criteria.

First, the participants are students of EED UMY batch 2012. Second, the participants should have done all six teaching practices in the internship program, since in the first semester until the sixth semester. Hence, the participants who have the second criterion can give rich information regarding their experiences in dealing with students' misbehaviors. Third, the participants have experiences in dealing with students' misbehavior. For the third criterion, the researcher had asked the participants first whether they had experiences with students' misbehavior or not. From all the six participants, the researcher had found all participants who met the criteria. The participants were two males and four females.

Data Collection Method

The researcher used qualitative method to collect the data. Qualitative data collection is a data collection in form of words or pictures (Neuman, 2003). In this research, one-on-one interview was employed in collecting the data in order to focus in exploring the participants' perception. It is also supported by Creswell (2012) that one-on-one interview is appropriate to participants who are not doubtful, who are communicative, and who can give idea comfortably. The researcher applied semi-structured interview in which the researcher provided an interview guideline (see Appendix 1). To gather deeper and more accurate data, the researcher also asked the participants by using follow up questions.

Before conducting the interview, the researcher made appointment with the participants and asked the participants first whether they have experiences with students' misbehavior or not. After that, the researcher met with participant 1 at the main library of UMY. Besides, the researcher met other participants at

University Residence due their free time before the come to classroom. Then, the researcher asked the participants about their experiences in dealing with students' misbehavior when they conducted the internship program in the semester 2, 4, and 6 and it took around ten to fifteen minutes for each participant. To gather the information, the researcher used a recorder application on a mobile phone to record all answers from the participants. The researcher asked several questions to the participants in Indonesian language. It is to prevent misunderstanding between the researcher and the participants.

Data Analysis

The researcher used interview to collect the data. After the interview had been completed, the researcher analyzed the data. The aim of this step is to interpret the data in order to answer the research questions. In this study, there are three steps to analyze the data, such as transcribing, member checking, coding, and interpreting the result.

The first step was transcribing the result of interview from each participant. Every word and sentence spoken by the participants was transformed into written form. The second step was verifying the data. It was to know whether the data was valid or not. The researcher did member checking to the participants by asking them about the accuracy of the information which have been given. When the researcher did member checking to the six participants, it turned out that three out of six participants did not agree to several statements on the transcription. Consequently, the researcher changed what has been agreed by the participants. Moreover, the researcher reconfirmed the data gained to get in depth information. The third step was to code the data. Coding was a process conducted after reading

the data. It makes short phrase from the result of transcribing. In other word, this process took the main point of transcribing from each participant. Walker and Myrick (2006) pointed out three Strauss's coding phases, such as open, axial, and selective. Open coding is a process to locate themes and give sign or label as attempt to reduce the mass of data into categories (Neuman, 2003).Then, axial coding is to making connections among themes and focus on the initial coded themes more than on the data (Neuman, 2003). In this step, the researcher put the data into each category. Lastly, selective coding in which identify the main themes of the study. It involves scanning data and previous codes (Neuman, 2003).

When the coding process had completed, the last step was interpreting the result of the interview with the literature review in the chapter two. This process was to answer the research questions. Here the researcher attempted to discover students' misbehavior faced by the pre-service teachers and their strategies to handle those misbehaviors.