

Chapter Three

Research Methodology

This chapter discusses the methodology used by the researcher. Firstly, the researcher discusses about research design which explores about the research design that the researcher used. Secondly, the researcher presents the setting and participant as the subject of this research. Later on, we move deeper to the research instrument and data collection methods. On this part, the researcher explains about the method that the researcher used to collect the data. At the end, the discussion of this research is about the data analyses technique.

Research Design

The purpose of this study was to find out kind of teaching materials used by teachers in teaching speaking and also advantages and disadvantages of using teaching materials in teaching speaking at Madrasah Muallimin Muhammadiyah Yogyakarta, In this case, the researcher collected the data from the participants' point of views. This research study applied a qualitative research where the researcher could get participants' point of views from a small number of individuals through qualitative research. As Creswell (2012) wrote, "collecting data based on words from a small number of individuals so that the participants' views are obtained" (p.16). Additionally, according to Creswell (2012), qualitative research is one of analysis data to gather data by exploring the phenomenon and experience of participants. In conclusion, researcher chose qualitative as a research method to find detail information about teaching materials used by English teacher in teaching speaking at

Madrasah Muallimin Muhammadiyah Yogyakarta. These research studies applied a qualitative approach where the design of this research was descriptive because descriptive consisted organizing the data. The researcher wanted know the logic information from the participant as Cohen, Manion, & Morrison (2007) wrote, “qualitative descriptive is one of method of qualitative data that consist organizing, and exploring the data to make logic of data.” (p.537).

Setting and Participant

There are several aspects that should be noticed. At this point, there are several points needed to be explained. Those are research setting and research participant.

The following of explanation will be discussed as follow:

Setting. The research took place at Mualimin Boarding School particularly at second semester in senior high school to conduct the research about Teaching Materials used by English Teachers in Teaching Speaking at Madrasah Mualimin Muhammadiyah Yogyakarta. Madrasah Mualimin Muhammadiyah Yogyakarta is one of the schools in Yogyakarta which its students often use English in daily conversation. There were three reasons why the researcher chose Madrasah Mualimin Muhammadiyah Yogyakarta. Firstly, the students in Madrasah Mualimin Muhammadiyah Yogyakarta used English as daily conversation. The researcher considered that Muallimin Muhammadiyah Yogyakarta has active English and the researcher want to make sure that the teachers teach speaking. Secondly, the teacher used several unique and interesting teaching materials to teach speaking in the classroom. The researcher considers that the teacher who used several unique and

interesting teaching materials will answer the question and can rich the data. Thirdly, Madrasah Mualimin Muhammadiyah Yogyakarta was one of the schools that could be interviewed in the second semester, so it was accessible for the researcher. As the reason stated above, the researcher decided to conduct the research at Madrasah Mualimin Muhammadiyah Yogyakarta as the setting of this study. The research was conducted in May 2017.

Participant . The participant of this research is English teachers who teach at Madrasah Mualimin Muhammadiyah Yogyakarta. There are six English teachers in Madrasah Muallimin Muhammadiyah Yogyakarta. The researcher chose three English teachers in Madrasah Mualimin Muhammadiyah Yoyakarta as the participants. All of the participants were male English teacher. Mr. Roma and Mr. Vino teach 3rd grade, and Mr. Glen teaches 2nd grade. The reason in choosing the three participants was they have experience in teaching speaking and used teaching various materials in teaching speaking. Moreover, they were willing to become the participants to share the information.

Research Instrument

The instrument of this study was interview. According to Cohen, Manion, & Morrison (2007) the purposes of interview is to gather the data about the participants' experience in their life situation. The researcher explored and developed the detailed information deeper about the participants' experience. Thus, the researcher used interview. Researcher also wanted to get the answer from participants' opinion in their life situation. In other words, the researcher used open-ended interviews types to

get the answer. Open-ended interviews type can reduces interviewer effect and bias. Open-ended interview is facilitating organization and analysis of the data because open-ended interviews have a list question or interview protocol. Cohen, Manion, & Morrison (2007) claimed that strength of open-ended interview is the respondent answer the same question so it can complete the data for each person on the topics in the interview. The instrument of this study was interview where the researcher must prepare the question like interview protocol or interview guideline. The researcher made Interview protocol using *bahasa Indonesia*, because all of the participant use *bahasa Indonesia* in daily conversation and as the participants and the researcher's first language. The process of the interview was using hand phone to record the interview.

Data Collection Method

To collect the data in this research, the researcher had to make interview protocol using *Bahasa Indonesia*. After the interview protocol was ready, the researcher completed the administration of the school to get permission for doing the research at Madrasah Muallimin Muhammadiyah Yogyakarta. Then, researcher and participant made an appointment to do the interview. Then, in the interview process, the researcher prepared same tools such as interview protocol and mobile phone which was used to record the interview, notebook and pen. After doing the interview, the researcher did the data analysis. After analyzing the data, the researcher thought that there was unclear information which needed to be clarified to ensure that it is authentic or created. Therefore, the researcher did the second interview to add the

information from the data that has been encountered in the first interviewed.

Data Analysis

The data analysis technique was used to analyze the data that had been collected. The qualitative data was obtained through interviews with English teachers. After collecting data, the following steps were transcribing, member checking, analyzing and reporting. Those steps were used to address the research question.

Transcribing. Transcribing is activity of transcribe the recording into the written form, it consists of what the respondent has told. It enables the researcher more easily to analyze the data. The researcher should be careful because transcribing was the crucial step in interviewing, (Cohen, Manion, & Morrison, 2007). It would be the potential of losing the data if the researcher was not careful. The researcher used a recorder on behalf to record the process of interviewing words, phrases and sentences spoken by the respondent. All the data obtained would be transcribed.

Member Checking. After transcribing the data, the researcher did the member checking. This step was conducted when the process of transcribing was already done. What was called as a member checking was when researcher return to the participant with the data which have been gathered in order to ask clarification of the data whether the data valid or not (Merriam, 1998). Member checking is a data checking process aimed to know how compatible the researcher's data with the data obtained from the participants. This step was also used to know whether the data was valid or not. If the data was accepted by the participants, it meant that the data was valid. However, if the transcribing result was not approved by the participants, it

meant that the data was invalid. Therefore, the researcher should revise the transcribing result. In this research, the researcher did member checking by giving the transcription to the participant. The researcher allowed the participants to justify if the researcher's transcript was incorrect and different from what the participant mean. The result of member checking showed that there was no changing about the point of the interview. It means that all of the participants agreed on what have been captured in written form and allowed the researcher to continue to the next steps.

Analyzing. The next steps the researcher chose the data and categorized the data by coding. The data was analyzed using several coding including open coding, axial coding, and selective coding. Coding is to take or write the main point from the respondent answer from what the interviewers ask. According to Kerlinger as cited in (Cohen, Manion, & Morrison, 2007) "coding has been defined as the translation of question responses and respondent information to specific categories for the purpose of analysis (p. 559)". Coding is enabling the researcher to identify the similar information. After member checking was done, the researcher did the open coding. Open coding was the first process of coding. In open coding, the researcher grouped the codes into categories such as kinds of the teaching materials, advantages of the teaching materials and disadvantages of teaching materials based on the criteria which was decided or known as labeling.

The next step was Analytical Coding. An analytic coding name is derived from the topic of the research, literature, etc. Actually, the analytical coding is almost the same with open coding, however, an analytical coding is more specific than the open coding. In this case, the researcher put the open coding in the same table with

analytical coding and the researcher gave them theme or point to be interpreted in analytical coding.

The last step is Axial Coding. In this step, the researcher recombined the data that were originally segmented into one category. Usually the researcher began to group the themes or classify the same meaning from all of the participants. However, it does not work if the answers are not the same. Therefore, the researcher should make new classification from what are found in axial coding.

The last step is Selective coding. A selective coding was very similar to an axial coding. In selective coding, the researcher identified the core categories of text data such as kinds, advantages and disadvantages of teaching materials. Hence, the researcher integrated them into form of theory.

Reporting. The last step was reporting the result where the researcher was capable to access, conclude and describe the result of the research. The researcher was able to give the result of this research based on the coding analysis so the data should answer the research question.