Chapter Three

Methodology

This research aims to find the perspective of EFL teachers regarding their pedagogical knowledge, personal, and interpersonal knowledge possessed by English teachers at an Islamic private university in Yogyakarta, Indonesia. This chapter presents some information regarding how the research is conducted. Firstly, the researcher explains the qualitative method and the reason why the researcher chooses the particular research method. Descriptive qualitative design is described for the chosen research design. This chapter also explains the research setting. Also, the researcher informs where the research was conducted. Then, the researcher also defines the characteristics of research participants. The following information is the data collection method to gather the data. Finally, data analysis is the last aspect explained in this chapter.

Research Design

This research tried to find out the perspectives of English foreign language teachers at an Islamic private university in Yogyakarta about the characteristics of effective EFL teachers and the contribution of those characteristics into their professional life as effective EFL teachers. Besides, the researcher focused on three characteristics of effective EFL teachers, namely pedagogical knowledge, personal and interpersonal knowledge. In addition, the researcher used qualitative research method because qualitative research is a way to discover a case based on participants' view. The statement mentioned previously was in line with Cresswell (2012) who stated that one of the characteristics of qualitative research method is to collect data based on words from small number of individual so that the participants' views are obtained. The characteristics were in line with this research which aimed to see the participants' perspectives on effective ELF teachers. To see the perspectives of participants about the characteristics of

effective EFL teachers, qualitative research method was implemented in this research. This is also supported by Merriam (1992) who asserted that the key concern of qualitative approach is to understand the phenomenon of interest from the participants' perspectives. This current research also aimed to understand the phenomenon of interest from the participants' perspectives.

The research design used for this research was descriptive qualitative because the researcher expected to gain rich and deep data from each participant so that the results would be truthful. Sandelowski (2000) stated that descriptions always depend on the perceptions, inclinations, sensitivities, and sensibilities of the describers. In this study, the researcher seek to describe the phenomenon happened based on the perception of the participants about the characteristics of EFL teachers.

Research Setting

The researcher chose the EED of an Islamic private university for several reasons. The first reason was based on the researcher's observation that in EED of the university, some teachers in EED of the university had the characteristics of effective teachers mentioned in chapter two. Secondly, in contrast, some other teachers being observed unexpectedly had different characteristics that might have not been mentioned in the previous chapter. The last reason was the accessibility to research about the topic at the EED of the university and the researcher was the student in the place where the research was conducted.

Research Participants

The participants of this research were teachers at English Language Education Department (ELED) of an Islamic private university in Yogyakarta. There were eighteen teachers at ELED of university who consisted of five male teachers and thirteen female teachers. Most of the teachers studied in English concerning on Education from various universities

around the world. Meanwhile some of them had completed their education in English literature. As explained above, those are the general characteristics of English teachers at ELED of the university.

This research involved three teachers who had been teaching more than one year, studied in different universities and different field of education. Additionally, they had already known the context where the study was conducted. This research was participated by two female and one male teacher because the researcher believed that they could give rich data. Those university teachers were selected because in the viewpoint of the researcher who had been taught by those teachers and based on that experience the participants are considered as effective teachers who have the characteristics of effective EFL teachers. From these three participants, the given rich data were obtained based on their beliefs as effective teachers. Then, all the names of the participants were presented in pseudonyms such as Retno, Ratih and Rano.

Data Collection Procedure

To do the data collection the researcher chose in depth-interview as the research instrument. Cohen, Manion, and Morrison (2011) stated that by having in depth-interview, it enables participants to discuss their interpretations of the words in which they live, and to express how they regard situations from their point of view. Besides, the benefit of using interview was to ask deeply about the case along the interview section, so it might avoid unclear information from the participants. This statement was supported by Oppenheim (as cited in Cohen et al., 2011) who said that interview requires the interviewer to handle the interview situation in order to make respondents talk freely and emotionally and to have candor, richness, depth, authenticity, and honesty about their experiences.

In this current study, type of the interview used was open-ended and unstructured interview to gain various data from the participants. This statement was supported by Cohen, et al. (2011) who stated that to gain unique, non-standardized, personalized information about how individuals view the world; qualitative, open-ended, unstructured interviewing was conducted. In addition, Cohen et al. added that unstructured interview is an open situation, having greater flexibility and freedom. One of the benefits of using unstructured interview is that the researcher will be able to use words flexibly. According to, Kerlinger as cited in Cohen et al. (2012), although the research proposes govern questions asked, their content, sequence and wording are entirely in hand of the interviewer.

Open-ended questions were used as the construction of schedule because this study needed deep information from the participants. Open-ended questions was able to use in collecting debatable discussion between interviewer and participants. Cohen et al. (2011) stated that open-ended questions have a number of advantages, they are flexible, allowing the interviewer to probe so that the interviewer may go into more depth if the interviewer chooses, or to clear up any misunderstanding, enabling the interviewer to test the limits of the participants' knowledge, encouraging cooperation and help establish rapport, and allowing the interviewer to make a truer assessment of what the respondent really believes. This current study also used indirect questions as the question formats. Cohen et al. (2011) stated that indirect questions provide more frank and open responses. At last, the response mode used in this research was unstructured response. Cohen et al (2011) stated that unstructured response allows the participants to give their answer in whatever way they choose which will help the researcher to gain rich and deep data.

Data Collection Method

This part of the study presented the way researcher gain the data. Firstly, the researcher made an interview guideline related to the research questions. An interview guideline helped the researcher collect data by providing information about questions that were clearly worded and easily understood by the participants. After the interview guideline had been made, the researcher conducted piloting to other two teachers at ELED of the university aside from the participants. Piloting was conducted to see whether the interview guideline worked as it expected. The previous statement mentioned was supported by Montoya (2016) who had stated that the researcher has examined each question for clarity, simplicity, and answerability. Before conducting the interview, the researcher directly asked the participants to be interviewed. In addition, the researcher informed that all listed names of participants would be coded and written in pseudonym namely Retno, Ratih, and Rano. This step was used to convince that all the information given by the participants would be secretly safe. Meanwhile, during the process of interview conducted approximately 30 to 35 minutes, the researcher used mobile phone recorder to record all the conversation. In this research, the researcher set the interview in Indonesian language as the language used to avoid misunderstanding between interviewer and participants as Indonesian language is the native language for both.

Data Analysis

The data analysis used coding process. In qualitative research, coding was used to identify similar information, search and retrieve the data in terms of those that bear the same code (Cohen et al., 2011). There were four steps of coding used in this research, namely open, analytical, axial and selective coding (Cohen et al., 2011).

In the first step, the researcher gave simple labels in the transcript namely open coding. Besides, the researcher derived the labels to theme named analytical coding. Then, the researcher processed the data that had been themed into the similar meaning or related codes called axial coding. The last step was selective coding. In selective coding, the code would be identified into the core categories of the text data, integrating them to form a theory. However, before doing those steps, the researcher transcribed to change the recorded interview voice into written form. Then, the researcher asked the participants to do the member checking to make sure all the given information that had been transcribed was correct. This was supported by Cohen et al. (2011) who argued that qualitative validity one of the way was member checking or respondent validation confirmation by participants. In this step, the participants might decide which information represent their answer of the questions based on their perspectives. From the member checking, the researcher had gained permissible data that had been interpreted to the findings from the participants. Finally, the researcher did the coding process in order to categorize, sort out, analyze, and identify the finding from the interview transcription.