

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the method of the research to figure out the answers for the research questions that have been proposed in Chapter I. It also discusses the setting and subject of the study, data collections, procedures of the study, data analysis, and validity and reliability of the study.

3.1 Research Design

This present study is a qualitative research. Qualitative research focuses on investigating natural phenomena about specific events, situations, or people. According to Maxwell (1996), one of the purposes of qualitative studies is to understand the participants' perspectives of the events, situations, and actions they are involved with and of the explanations that they give about their lives and experiences (p. 17). Therefore, since the aims of the study were to identify and understand the teachers' problems in the utilization of instructional media in English teaching and their strategies to overcome the problems, this study is considered as a qualitative research.

This study applied case study design since it was carried out in a single case concerning with teachers' problems in the utilization of instructional media in English teaching in three selected schools in Sumedang. According to McMillan and Schumacher (1989), case study design refers to a phenomenon

chosen by the researcher to understand in-depth without considering the number of settings, social scenes, or participants in the study (p. 392).

3.2 Setting and Subjects of the Study

This study adopted the purposive sampling. Therefore, the setting and subject of the study were decided carefully in order to provide comprehensive information for this study. As Maxwell (1996) states that purposive sampling is “a strategy in which particular settings, persons, or events are selected deliberately in order to provide important information that cannot be gotten as well from other choices” (p. 70).

Regarding the number of setting and participant in a qualitative research, Maxwell (1996) states that qualitative researchers typically involve a relatively small number of individuals or situations so that “they are able to understand how events, actions, and meanings are shaped by the unique circumstances in which these occur” (p. 19). As a qualitative research, this study involved a small number of settings and participants. Those will be described in the following subsections.

3.2.1 Setting

This study was conducted in three senior high schools in Sumedang, namely SMAN 1 Sumedang, SMAN 2 Sumedang, and SMAN 2 Cimalaka. Those schools were chosen based on the passing grade of new students' enrollment in 2007-2008 academic year. The researcher assumed that by choosing schools with

different levels, the data would be more comprehensive in which those would enrich the findings of the study.

3.2.2 Subjects

The participants of this study were nine English teachers. The researcher involved three English teachers from each school: the English teachers of first, second, and third grade. In order to gain comprehensive data from different perspectives, the researcher chose the English teachers from different grades. The researcher assumed that teachers who taught at different grades would have differences in managing instruction.

3.3 Data Collections

As Marshall and Rossman (1995) states that the primary methods that qualitative researchers count on to collect information are, participation in the setting, direct observation, in-depth interviewing, and document review. Thus, the data of this study were gathered by conducting direct interview and class observation.

3.3.1 Interview

Interview is an important way for researcher to obtain in-depth information directly from the sources. The purpose of interviewing is to know and understand what the subjects thought. In relation to the advantage of interviewing, Seidman (1991) says, "Interviewing provides access to the context of people's behavior and

thereby provides a way for researchers to understand the meaning of that behavior” (p. 4).

In this study, the researcher used semi-structured interview. This type of interview was used to gain comprehensive and in-depth information from the participants. The interview was conducted to all participants of the study. This interview was intended to obtain the data of problems encountered in the media utilization and strategies used to handle the problems.

The researcher conducted interview in an informal way with expectation that the participants could be more expressive and responsive in answering the questions without any pressure of being interviewed. This type of interviewing was purposed to maintain good rapport between the researcher and the participants. For better understanding, Indonesian was used in interviewing all the participants. All the interviews were tape-recorded and transcribed.

3.3.2 Class Observation

In qualitative research, observation is useful to obtain the data which cannot be gathered by other methods. In line with this point of view, Maxwell (1996) states, “observation often enables us to draw inferences about someone’s meaning and perspective that we couldn’t obtain by relying exclusively on interview data” (p. 76). He adds that by conducting observation the researcher can get a tacit understandings and theory-in-use, and aspects of the participants’ perception that they are hesitant to express directly in interviews.

This study employed class observation as the instrument to add the data acquired from the interview. This was conducted to observe the utilization of instructional media in the classrooms. It was also conducted to observe problems that might be encountered by teachers as they utilized media. The researcher conducted class observation to all the participants in this study.

The researcher used structured-observation in which the focuses of the observation have been determined and noted in the observation sheet. In this observation, the researcher role was as non participant observer. In order to make it easier in analyzing the data and avoiding validity threats, this observation was noted and videotaped.

3.4 Procedures of the Study

Generally, procedures of this study can be divided into three stages: pre-activity, primary activity, and data analysis. The first two stages are described in this section while the last stage is described in separate subsection.

1) Pre-activity

In this stage, the researcher conducted library study to search relevant literatures from many sources. The researcher also conducted preliminary study in order to get familiar with the settings of the study.

2) Primary activity

In this stage, the researcher constructed the instruments (interview guidelines and class observation sheet) then conducted interview and class observation.

3.5 Data Analysis

After the data were gathered, the data were analyzed by using Miles and Huberman's model of analysis (Flow Model). It is chosen because in this model, the data can be analyzed interactively and continuously until the data are saturated (Miles and Huberman, 1994). The following are the employed steps to analyze the data from both instruments.

1) Data reduction

a. Interview

- Transcribing the interview.
- Coding the transcripts of the interview.
- Categorizing the data into selected categories.

b. Observation

- Typing the data from the observation sheet.
- Coding the data.
- Categorizing the data into selected categories.

2) Data display

a. Interview

- Synthesizing the transcripts of the interview from all participants.
- Presenting the result of the interview.
- Interpreting the result of the interview.

b. Observation

- Synthesizing the observations data from all of the schools.
- Presenting the result of the observation.

- Interpreting the result of the observation.

3) Conclusion drawing and verification

- Concluding the result of the interview and observation.
- Verifying all the results to make the data valid.

3.6 Reliability and Validity of the Study

Maxwell (1996) states that validity is the truth or credibility of a description, conclusion, explanation, interpretation, or other kinds of report (p. 87). It has an implication that all the data and the interpretation should be trustworthy.

Reliability refers to the extent to which the findings of the study can be replicated (Alwasilah, 2006, p. 186). For qualitative research, Lincoln and Guba (1981), (cited in Alwasilah, 2006, p. 187) suggest the researcher to use the term “dependability”, which refers to the consistency of the findings, than “reliability”.

Validity and reliability of a qualitative research are threatened with researcher bias and reactivity. Bias refers to the researcher’s theories, preconceptions, or values that can influence the credibility of the conclusions of the study. Reactivity refers to the influence of the researcher on the setting or individuals studied (Maxwell, 1996, p. 91). To resolve the validity and reliability treats, the researcher tried to do some techniques as follow.

1) Triangulation

Triangulation refers to the technique in collecting the data or information from individuals and settings by using various methods (Maxwell, 1996, p. 93). In

this study, the researcher employed two different methods in collecting the data, namely interview and class observation. This was purposed to resolve bias and enrich the findings of the study.

2) Member checks

The researcher tried to confirm the interview and class observation results in order to verify the data and avoid misinterpretation toward the participants' responses when being interviewed and behavior at the time being observed.

3) Rich data

According to Maxwell (2006), rich data refers to detailed, complete, and multiple diverse data that can reveal something is going on (p. 178). Therefore, in order to obtain the rich data, the researcher tried to make complete transcription of the interview and document the observation results. It is useful to enrich and corroborate the interpretation of the data.