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CHAPTER III

RESEARCH METHODOLOGY

The methodology of the study is explained in this chapter including research design, and location of the reasearch. Then, selection and sampling process, method of data collection and data analysis are presented. Finally, this chapter discusses the trustworthiness, validity, reability and ethical consideration.

III.1 Research Design

It was important to have a clear concept of what kinds of research methodology was going to be employed when making an initial decision to undertake a scientific research. Yin (2003) adds that research design is the logical squence that connect the emphirical data to a study's initial research questions and ultimately to its conslusion. Then, research design was as a plan that guideds the inverstigator in the process of collecting, analyzing and interpreting data gathered. It was also in conjunction with the what questions to study, what data that were relevant, what data to collect and how to analyse the result.

Regarding to the research design, phenomology was a qualitative research methodology and had been chosen in order to gain in-depth data or phenomenon experienced by research participants. Lin (2013, p.469) notes that "phenomenology as social science methodology has been used in psychology, education, nursing and some LIS research". She adds that phenomenology is a qualitative research methodology when the study goals are to understand the meanings of human experiences or to explore concepts from new and fresh

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perspectives. Then, Creswell (2009, p.13) highlights that “phenomenological research is a strategy of inquiry in which the researcher identifies the essence of human experiences about phenomenon as described by participants”. As affirmed by Sokolowski (2001) that phenomenology study focuses on individual experiences, beliefs and perception. In contemporary social science, the term is used broadly to denote the study of individuals’ perceptions, feelings and lived experiences.

For more details of what characteristics of qualitative approach in phenomenology study, Manen (2006) as adapted from Moustakes (1994) mentions that:

1. Focus of phenomenology is the understanding the essence of the experience;
2. Type of problem best suited for design is to describe the essence of a lived phenomenon;
3. Discipline background is drawing from philosophy, psychology, and education;
4. Unit of analysis is studying several individual that have shared the experience;
5. Data collection forms are using primarily interviews with individuals, although documents, observations and art may also be considered;
6. Data analysis strategies are analysing data for significant statements, meaning units, textual and structural description, description of the essence;
7. Written report is more on describing the essence of the experience;
8. General structure of study has some features as follows:
 - a. Introduction of problem and questions
 - b. Research procedures cover a phenomenology and philosophical assumptions, data collection, analysis, and outcome
 - c. Significant statement
 - d. Meanings of statement
 - e. Themes of meanings
 - f. Exhaustive description of phenomenon

To gain the intended data, English teachers from one single setting was chosen and then it would be focused on teachers actions or how they practice CLT

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during their actual classroom teachings. There were three main reasons why the researcher choosed phenomenological study for this research. First, it would be appropriate since the researcher was in cooperating with this univeristy both as a teacher and professional. Second, this setting of the research site was typical in a higher education institution in Pekanbaru-Riau, Indonesia. So, the researcher could draw useful recommendation in this research for other tertiary institutions which were similar. Lastly, it could help researcher to gain in-depth information about to what extent the teachers' understanding about pedagogical beliefs in CLT and how their pedaogical beliefs performed in their actual classroom teachings and to find out what pedagogical beliefs that assist and hinder the implementation of CLT as a teaching approach.

Those reasons above were in line with what Welman and Kruger (1999) in Groenewald (2004, p.5) affirm that "phenomenologist are concerned with understanding social and psychological phenomena from the perspectives of the people involved". Then, researcher who was applying phenomenological approach dealt with the lived experiences of the people involved, or who were involved with the issue that was being researched (Green, 1997; Hollasay, 1997; Kruger, 1998; Kvale, 1996; Maypole & Davies, 2001; Robinson & Reed, 1998 in Groenewald, 2004). Thus, the intention of this research was to gather data regarding to the perspective of research participants about their understanding about pedagogical beliefs in communicative language teaching (CLT), and to emerge how they implement CLT in their actual teaching at LDC of UIN Suska Riau.

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III.3 Population and Sampling

All research questions address issues that were of great relevance to important group of individual known as a research population (Joan, 2009). In this research, there were 60 (sixty) English teachers – research population – who taught at Language Developemet Center of UIN Sultan Syarif Kasim Riau (Academic Profile of LDC, 2015). The research population is presented in the following table:

Table III.1

The Population of the Research

No	Population	Education Level			Total
		Master (S2)	Strata 1 (S1)	SMA	
1.	English Teachers	20	40	-	60
	TOTAL	20	40	-	60

The population in table III.1 is generally a large collection of the individual or research participants. Thus, it needs a sampling process for this phenomenological research, which involve in identifying and locating participants who have experienced, or are experiencing the phenomena being investigated, Miles & Huberman (1994); Patton (2002); Rudestam & Newton (2001) in Raihani (2007, p.61) notes that “the sampling process depends on the purposes of the data collection”. For this qualitative research, Merriam (1988) argues that non-probability sampling method is the most appropriate since the researcher determines to solve the qualitative problems such as discovering what occurs, the implication of what occurs and relationships linking occurrences.

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Table III.2

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- The sample above represents among English teachers in terms of what they understand about pedagogical beliefs in CLT and how they manifest it in their classroom teaching. Boyd (2001) in Groenewald (2004, p.11) affirmed that “two to 10 participants or research subjects are sufficient to reach saturation” and Creswell (2009, p.178) notes that “the number of sample will best help the researcher understands the problem being investigated and meets research questions formulated”. He adds that the sample for qualitative study does not necessarily suggest random sampling or selection of a large number of participants and sites, as typically found in quantitative research. Then, the selected samples was based on the purposive sampling which rests on the assumption that since one wants to discover, understand and gain insight on a particular aspect. Therefore, Merriam (1990) in Sigh, *et.al* (2006) affirms that one needs to select a sample from which one can learn the most.

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III.4 Method of Data Collection

This kind of qualitative research employed the multiple methods of data collection. Danzin (1970) in Merriam, (1988) called as **triangulation**. Qualitative research rely heavily upon qualitative data obtained from interview, observations, documents and audio-visual materials (Creswell, 2009, p.178). Also, interviews remained fairly conversational and situational (Patton, 2002) which allowed the interviewees speak comfortably and openly. Cohen *et.al* (2011) in Vongxay (2013) also stated that the interview was a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard. Therefore, interview was considered the most suitable method used by researcher to gain an in-depth information for the research data/purposes which cannot be achieved through the use of a questionnaire.

Moreover, it was still crucial for the researcher to determine what types of interviews that was employed. In this research, semi-structured interview was utilised, in which Cohen *et.al* (2007) argues that semi-structured interview allows the researcher to have greater flexibility to arrange the questions and participants can define their own experiences. Meanwhile, Bryman (2008) explains that the advantage of semi-structured interview was that participants tend to be more open about their views of the world. He further argues that when doing a semi-structured interview, the structure has a list of questions or fairly specific topics to be covered. Regarding to semi-structured interview, Merriam (1988) affirmed that these interview were guided by a list of questions or issues to be explored, and its

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How to conduct the interview with research participants, the interview protocol was applied. The use of interview protocol for asking questions and recording answers during a qualitative interview could be in line with the following points, as suggested by Creswell (2009, p.183), as follows:

- Hence, Creswell (2009) guides researcher to apply face-to-face interview with participants, interview participants by telephone, or engages in focus group interviews with six to eight interviewees in each group. During the interview, the researcher will be taking a note besides recording interviewees' answers. Bryman (2012) suggests that interviews should be recorded and transcribed. Therefore, all interviews in this study were recorded by taped, and then, transcribed. The interview was used to explore and gain more information about how English teachers understand their pedagogical beliefs in CLT and how they manifested them in their actual classroom teaching and find some teachers' pedagogical beliefs that help and hinder in conjunction with the implementation of communicative language teaching (CLT) as teaching approach in EFL contexts.

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III.5 Data Analysis

the process of data analysis involves making sense out of text and image data. It involves preparing the data for analysis, conducting different analysis, moving deeper and deeper into understanding the data,

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representing the data and making an interpretation of the larger meaning for the data.

Therefore, the data collected from interview were transcribed verbatim. As suggested in Cresswell (2002) in Raihani (2007), all words in recoding data must be transcribed since transcribing all word is necessary to provide data that captures the details of interview. To avoid the bias and find the accurateness data, the researcher or investigator hired someone who had experience in transcribing the interview. In doing so, careful evaluation on the transcription result, by re-listening to the recording for each interview while reading the transcript, would be done in order to ensure that all the information are properly covered, and serve de-contextualisation was avoided (Cohen, *et.al.* 2000).

Then, the data from transcribing interview was derived from semi-structured. After the transcribing done, the transcript would be broken down into smaller unit of segments (themes). The process of segmentation was based on the continuous episodes which were not defined as sentences or clauses but rather than as units of concentration or focus (Grant-Davies, 1992 in Mahfoodh, 2011, p.16). Then, the coding process would be commenced after ensuring that all information existing in transcribed was accurately verified. According to Cresswell, (2002) the transcription and document must be coded into categories to form data description referring the addressed research questions.

In interpreting the research findings obtained from various data sources, the researcher used a combination of inductive and deductive methods. According to Patton (2002) in Raihani (2007), an inductive method involves discovering patterns, themes, and categories in the data. Meanwhile, deductive method is used



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to generate theoritical framework after inductively identifying categories. Then, effort were made to reduce the redundancy of the all text spoken by all teachers, unitizing, identifying, coding, categorizing/classifying and to label the primary patterns in the data in this stage (Mangubhai, at.al, 2004 in Zhao, 2008). At the same time, research field notes were also examined to identify possible themes. As the categories and/or themes emerged, the techniques of coloring the same themes were done alongwith underlining the same categories/theme by coloured pencils. A variety of colors were used to differentiate categories and/or sub-themes.

III.6 Ethical Consideration

Social researchers acknowledge that ethical issues were vital for doing any research project because “research done on humans offers all sorts of benefits and burdens to all sort of people” (Wilkinson, 2001 in Vongxay, 2013). Wellington (2000, p.54) also argues that ethics is an important aspect in all forms of research, but ethical consideration is “multiplied in education research, where people are studying people”. Bryman (2008, p.133) supports this point by arguing, “Ethical issues cannot be ignored as they relate to the integrity of a piece of research and of the disciplines that are involved”. He also states that the focus of ethical issues is to ensure that people taking part in the research are protected from any possible harm including physical, emotional, mental and financial during the research process (Bryman, 2008). Merriam (1988) emphasizes the importance of ethical

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issues in research by valuing them equally with the validity and reliability of the research.

According to several writers' suggestions, there are five common principles of the ethics that the researchers should take into account of doing any researcher namely: do no harm, all participation needs to be voluntary, preserve the anonymity and confidentiality of participants, avoid deceitfulness, and analyze and report data authentically (Davidson & Tolich, 1999; Check & Schutt, 2012 in Vongxay, 2013). The aims of the research and their role involved in the research must be explained to all participants, they should be voluntary in order to keep confidential and consent must be signed by all of them (Davidson & Tolich 1999). Some writers further argued that the privacy have been guaranteed by ensuring that all data were kept in a secure place and the access is limited to those who have been disclosed as having access (Bryman, 2008; Cohen *et al.*, 2011).

Before obtaining the intended data for this research, approvals from related authorities was endeavored formally. The Post Graduate Program (PPs) of UIN Sultan Syarif Kasim Riau administers some administration procedures to get this research tradition done and endorsed some formal letters to related local government offices to get consents. PPs issued a formal letter sent to Public Service Office located in Pekanbaru-Riau, and then, Public Service Center would formally issued the recommendation letter and sent to the Office of UIN Sultan Syarif Kasim Riau. The approval was used to gain the intended data instructed by rector of UIN Suska Riau, and then, the researcher would bring and approach the head of Language Development Center (LDC) of UIN Sultan Syarif Kasim Riau

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to explain, negotiate and discuss the further steps to take for data collection. These were including time for conducting the data collection, persons engaged in, forms of materials needed, location and types of data collection methods and information sheets. Thus, all participants as main resource would be voluntary involved, they might withdraw at any time, their names, and the data that they reported, and their institutions would be kept confidentially.

The information sheets inform the explanation about the aims of this study, and then, send to all participants before conducting the interviews, documentation, and video recorded. Participant consent forms were required for this study. These consent forms also clearly informed that the data collected would be recorded and stored securely, confidentially and only used for this study, no participant personal contact details were asked for. In the final section of the consent forms the interviewees were informed that if they have any concerns or queries regarding the nature of the conducting this research project to contact the researcher and related authorities directly. Hence, the research findings and complete research reports would be disseminated to related authorities.

III.7 Trustworthiness, Validity and Reliability

Trustworthiness was very crucial in any kinds of social research including this qualitative research. To keep the trustworthiness of the research, some vital attempts have been designed. Researcher would be persistent to refer to research questions formulated in which they were linked to theoretical concepts underpinned, used a variety of data sources as so called a triangulation. Merriem

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(1988) notes that triangulation of data sources might be utilized to complement and reach the research objectives.

Besides the trustworthiness of the research, Merriam (1998) argues that all kinds of research are concerned with producing valid and reliable knowledge in an ethical manner. Validity and reliability was utilized as criteria for judging the quality of this research design. Creswell (2009, p.190) emphasizes that “validity does not carry the same connotation in qualitative research as it does in quantitative research”. In this research, there would be no statistical assessment for the questions given during the interview except to find the research purposes and met research questions. Therefore, Creswell (2009, p.190) “qualitative validity is allowing the researcher to check for the accuracy of the findings by employing certain procedures”.

According to Merriam (1998), internal, external validities and reliability are the most important aspects that a research designer should bear in mind in qualitative research. Bryman (2008) in Vongxay (2013) also argues that internal validity is concerned with the question of how one’s findings match reality. Leedy and Ormond (2013) further explain that the internal validity of a research study is the extent to which its design and the data it yields allow the researcher to draw accurate conclusions about cause and effect and other relationships within data. Then, Merriam (1998) argues that external validity is concerned with the extent to which the findings of one study can be applied to other situations. Meanwhile, reliability for the qualitative research as Creswell (2009, p.190) refers to “the examining stability or consistency of responses”. It means that the qualitative



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reliability indicated that the researcher's approach is consistent across different researchers and different project (Gibbs, 2007 in Creswell, 2007)

In relation to this phenomenological research, internal validity dealt with the question of whether or not the research findings had captured what was really about. While, Bryman (2012) and Leedy and Ormrod (2013) in Vongxay (2013) states that the external validity of a research study is the extent to which its results/research findings may be applied to situations beyond the study itself. In other words, it concerned with the question of whether the conclusion of a study can be generalized to other contexts. To ensure the external validity of this research, the researcher has endeavored to establish the typicality of the case.

Then, to maintain the reliability of this research, there techniques would be employed. First, the researcher would provide a detail account of the focus of the study, the researcher's roles, the informants' position and basis for selection, and the context from which data will be gathered (LeCompte & Geotz, 1998 in Cresswell, 2009). Second, triangulation or multiple methods of data collection and analysis was used, which strengthens reliability as well as internal validity (Merriam, 1988). Finally, data collection and analysis strategies would be reported in details in order to provide a clear and accurate picture of the methods used (Creswell, 2009).