CHAPTER III

RESEARCH METHODOLOGY

The chapter elaborates the methodology employed in the recent research. It embraces research design, subject of the study, site of the study, research procedure and data analysis.

3.1 RESEARCH DESIGN

The present study was conducted by means of descriptive method. The method systematically describes the status of a phenomenon. As Isaac and Michael (1981) emphasize, descriptive method is often used to describe existing phenomena, identify problems, or justify current conditions and practices. It is relevant with the current study since the study aims at portraying perception toward student teachers' performance. The method deals with gathering actual information about fact that exists in society without giving control toward particular treatment (Arikunto, 2005). Whereby, the data obtained were collected, classified, presented, analyzed, and interpreted into coherent description.

3.2 SUBJECT OF STUDY

The study was carried out among 140 students, five student teachers, three cooperating teachers, two university supervisors. The respondents came from two Junior High Schools that had been the partnership school in the course of teaching practicum in academic year 2010/2011. The first mentioned respondents were

students of Department of English Education taking teaching practicum course in first semester. They had been conducting teaching practicum for four months. The next mentioned participants were cooperating teachers who guide the student teachers during the practicum. They were experienced in the classroom and in the role of cooperating teacher. The third respondents were lecturers of Department of English Education. They were in charge of supervising teaching practicum. The last ones were students whom student teachers taught. They were 45 seventh grader, 73 eighth grader and 22 ninth grader students.

3.3 SITE OF THE STUDY

Two Junior High Schools in Bandung were chosen as the site of current research. Both schools were the partnership schools of Indonesia University of Education during teaching practicum in the first semester. The schools were selected as the site of study due to two considerations. The first consideration was because school accessibility. The schools were reachable. The second one was administrative support. School staffs granted permission for conducting research without any difficulty.

3.4 RESEARCH PROCEDURES

In the course of conducting recent study, there are several steps to take. They are as follow.

1. Research Plan

The scarcity of teaching practicum research in Indonesian teacher education institution has been the trigger for this study. Up until relatively recently, research on teaching practicum has not been a major focus within the field of educational research (Calderhead and Shorrock, 2005). As a matter of fact, the issue of teaching practicum needs to be investigated for the sake of prospective teachers' skill improvement. In Indonesia, studies by Sunarjo (2001) and Khaerudin (2001) are the ones concerned with the issue of teaching practicum supervision.

Since the early research in Indonesian teacher education institution was only concerned with teaching practicum supervision, it would be beneficial to investigate another fresh issue. The issue might deal with student teachers' pedagogical skill. As a consequence, the current study tries to investigate teaching practicum that contextually depicts the pedagogical skill of student teachers. This study is hoped to be able to give relevant and contextual information about teaching practicum in general and that of English in particular.

2. Questionnaire and Its Distribution

In the recent study, questionnaires were used to collect data. The design of the questionnaires was modified on the elements suggested in the New Jersey Department of Education (NJPST) and the Interstate New Teacher Assessment and Support Consortium (INTASC). The questionnaires were prepared in both English and Bahasa Indonesia versions. The first version was distributed to student teachers, cooperating teachers and university supervisors. The second one was purposively given to students in order they can understand the statements easily. So they can respond to the questionnaire properly. The respondents were advised to think of teaching practicum carried out by student teachers of English subject and used such impression as the basis for completing the questionnaires. The reason for this instruction was that the study aimed at finding the genuine data of teaching practicum.

Two sets of close-ended questionnaires were administered during teaching practicum. The first was Teaching Practicum Questionnaire. It elicited information from student teachers, cooperating teachers, university supervisors and students on their perception of teaching practicum. The items in the questionnaire focused on two aspects of teaching practicum. The aspect consisted of planning instruction and implementing lesson. The statements concerning instructional planning embrace information about lesson plan design, objective of lesson, material and teaching media preparation and assessment tools to be used.

As for lesson implementation, the statements explore about how the lesson plan is translated into actual teaching. They investigate about learning objective announcement, classroom activities and material statement, material presentation, teaching media use, feedback provision, students' understanding supervision, drill practice and assessment. Two aspect-questionnaires consisting of 31 items were given to student teachers, cooperating teachers and university supervisors. While one – aspect questionnaire (without instructional planning aspect) was administered to students. It was done because the students had not been exposed to knowledge about lesson plan development.

The second set of instrument was a questionnaire designed to solicit information concerning student teacher's problem during teaching practicum. Student teachers were asked to respond a 41-item questionnaire. This questionnaire was originally developed by Sarcoban(2010) and adapted by researcher for the sake of contextual factor. There were six aspects in the questionnaire embracing problem regarding with instructional planning (6 items), lesson presentation (12 items), material and equipment (4 items), students' motivation (3 items), discipline problem (8 items) and supervision (8 items).

The first sets of questionnaires employed a five-point Likert scale. The scales were all of the time (5), most of the time (4), sometimes (3), rarely (2), and never (1). The second one used scales consisted of strongly agree (5), agree (4), undecided (3), disagree (2), strongly

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disagree (1). Respondents were asked to put a checklist under the scale which best describe how they perceived each statement with respect to teaching practicum.

As for the validity of the instruments, four types of validities (face, content, construct, empirical) have been met by the questionnaire because it is well-established instrument by New Jersey Department of Education (NJPST) and the Interstate New Teacher Assessment and Support Consortium (INTASC). To ascertain the validity of instrument, the researcher also consulted the questionnaire with her supervisors. The consultation embraced content, compatibility between the instrument and what is being investigated, and another details relating to the instrument.

As for the technique of completing questionnaire, the researcher employed different ways for each respondent. Student teachers, cooperating teachers and university supervisors were allowed to fill questionnaire anywhere and submit it a couple days after distribution. Meanwhile, students were asked to respond the questionnaire during class hour, rather than at home. To avoid data contamination, students filled the questionnaire in silence without looking at other response. They had to submit the questionnaire soon after they finished completing it.

3. Classroom Observation

The observation was intended to get the picture of the whole student teachers' performance. By means of observation, every single classroom activity can be captured (Emilia, 2009). Besides, Basrowi and Suwandi (2008) pinpoint that observation method allows researcher to observe and record the event directly in the light of gathering more comprehensive data. In addition to capture student teacher's teaching performance, the observation functioned to match the identified student teachers' problem obtained by questionnaires with their real teaching performance. To collect the data, the classroom observation was guided by classroom observation checklist adapted from New Jersey Department of Education (NJPST) and the Interstate New Teacher Assessment and Support Consortium (INTASC).

4. Interview

After the questionnaires were administered, the researcher conducted interview with five student teachers and three cooperating teachers. The interview was intended to reconfirm responses given by them towards all measured pedagogical aspects and seek additional information as to student teachers' teaching performance. The interview consisted of two aspects including lesson preparation and presentation. All questions referred to the items stated in the questionnaires.

5. Data Calculation

Prior to the process of calculating data, the researcher carried out several steps. They were as follow:

1. Editing Stage

After questionnaires were administered, the researcher examined the clarity and completeness of questionnaire filling-up. Here, incomplete questionnaires were rejected and so do the ones with double responses to the same question. It was done for the sake of data accuracy. Out of the 155 questionnaires distributed to students, 140 questionnaires were used for data analysis. Meanwhile, all questionnaires administered to cooperating teachers, student teachers and university supervisor were accepted and further analyzed.

2. Tabulating Data

In this stage, the researcher recorded the score of each aspect into the table in Microsoft Excel. The table contains number of respondents, statements and score for each statement. The item score was put under the number of statement.

3. Calculating Data

Having put the score into the table, the researcher reported the data in the form of mean rating. There were two types of mean rating: mean rating for all statements and that of for each statement. The rating was obtained by summing all score given by respondents then divided by the number of respondents.

3.5 DATA ANALYSIS

3.5.1 Data Analysis Tools

To analyze the data obtained, theories from Schwebel et al. (1996) serve as main tool of analysis data. The theories deal with teaching practicum assignment such as preparation of teaching practicum, student teachers' relationship with all parties involved in teaching practicum program and student teachers' multifaceted work in the classroom. However, the study only focuses on the theory regarding student teachers' multifaceted work in the classroom. The theory covers lesson preparation, instructional process, and student teachers' problem encountered during teaching practicum.

3.5.2   Data Presentation

3.5.2.1 Data Obtained from Questionnaire

To answer the first four research questions, the mean rating obtained from the whole pedagogical aspects was put in a continuum line. The line consisted of interval ranging from the lowest total score of questionnaire to the highest one. Description was given in the line in the middle of each interval. The description ranged from very poor to very good category. The whole mean rating then was placed in the interval where it belongs.

Concerning mean rating for the most frequently conducted pedagogical aspects, theywere displayed using table. The table contained of

questionnaires items, scale rating, the number of respondents and mean rating. The mean rating was then used to decide in what category the aspect falls. The table was then analyzed through descriptive explanation and elaborated further based on theory from experts. The elaboration was presented in sub chapter: Discussion. Data analysis of qualitative research employ descriptive statistic in which data collected is described and explained the collected data just the way they are (Sugiyono, 2005).

Since Likert scale was used in the current study, the researcher also consulted the mean rating of each aspect with descriptive analysis criteria by Muhidin and Abdurrahman (2007: 146). The average score of each category was placed on the table. The criteria were used to ease data description. Description 1 was used to analyze finding for thefirst four research questions, meanwhile description 2 was utilized for describing finding for the fifth research questions. The criteria are as follow:

Table 1. Descriptive Analysis Criteria

Range	Description 1	Description 2
1.00-1.79	Never	Don't Know
1.80-2.59	Rarely	Strongly Disagree
2.60-3.39	Sometimes	Disagree
3.40-4.19	Most of the time	Agree
4.20-5.00	All of the time	Strongly Agree

Source: Muhidin and Abdurrahman (2007)

Here is the example of how data from questionnaire are presented and analyzed:

Table 2. Three Main Problems Faced by Student Teachers

No	Teaching Practicum Problems	SA	A	U	D	SD	Mean Rating
	Problems regarding discipline problems						
1	Disorganized classroom	1	2	1	1		**3.6**
	Problem regarding instructional planning						
2	Difficult to design classroom activities that are aligned with different learning styles and interests		2	3			**3.4**
	Problem regarding conducting lesson						
2	Difficult to vary activities and use multiple levels of Bloom's to challenge students beyond the literal.			3	2		**3.4**

* SA= strongly agree, A= agree, U= undecided, D= disagree, SD=strongly disagree

The table reports that aspect pertaining disorganized classroom falls within the range of 3.40-4.19. It indicates the respondents agree that the prescribed situation has been the area of student teacher problem. Concerning disorganized classroom, some literatures reveal that since ages, this classroom behavioral problem had been very serious problem during teaching practicum. A study by Veenman (1984) find that classroom discipline problem place the first rank as the most serious student teachers' problem. Besides, Tok (2010) pinpoints that

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discipline is the most prevalent problem experienced by student teachers and are regarded by the public as a most serious problem facing the nation's public schools. Since the ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving positive educational outcomes, it is necessary for student teachers to tackle this problem.

3.5.2.2 Data Obtained from Classroom Observation

Regarding to the data obtained from classroom observation, the result of observation checklist was analyzed by means of narrative way. What the researcher observed and recorded was also correlated with finding obtained from another instrument.

3.5.2.3 Data Obtained from Interview

The data collected through interview were explained by narrating the respondents' answers. By means of interview, reconfirmation toward student teachers' responses was attained. Besides, additional data that couldn't be gathered through questionnaire and observation were obtained.