

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter will elaborate the research design, research site and participant, steps of data collection as well as data analysis.

#### 3.1 Research Questions

1. What anxieties did the student teachers encounter related to the teaching practicum?
2. What strategies did the student teachers use to overcome their anxiety during teaching practicum?

#### 3.2 Research Design

The research method employed in this study is qualitative method. It is typically focused on the social phenomenon obtained from people's views to acquire a detailed understanding of the issue being studied (Lodico, *et al.*: 2010).

Qualitative research thus refers to the meanings, concepts, definitions, characteristics, metaphors, symbols and description of things (Berg 2007). A case study is stated by Emilia (2005) employed in a small scale and focus on one particular instance of educational experience or practice.

The instruments used in this study were interview and diary. Those instruments allowed the researcher to analyze, describe, categorize and interpret the data (Creswell, 2012) in examining anxieties the student teachers encountered during the teaching practicum.

#### 3.3 Research Site and Participant

This study was conducted at one junior high school in Bandung. There were three student teachers, one male and two females. These teachers did their teaching practicum from February to June 2016.

### 3.4 Data Collection

For the purpose of data collection, the writer employed two methods; interview and diary.

Firstly, the data were collected through interview. The student teachers were interviewed at the school after they finished the teaching sessions. The interview aimed to get the sources that contributed to the student teachers' anxiety as well as their strategies in managing the anxiety during the teaching practicum.

Secondly, the researcher looked at the diaries which the student teachers kept during teaching practicum. The student teachers were asked by the cooperating teacher to write weekly diaries in English. There were six entries from each student teacher's diary that were analyzed in this study. The three diaries written by the student teachers served as direct evidence from the student teachers' point of views related to the events that happened in the classroom as well as their feelings during teaching practicum.

#### 3.4.1 Instruments

##### 1. Interview

Semi-structured interview is employed in this study since it provokes interviewees to express themselves openly and freely, and to define the world from their own perspectives, not only solely from the perspective of the researcher (Cohen & Crabtree, 2006 cited in Robert Wood Johnson Foundation, 2008). It means that the improvement of questions planned in the interview is allowed. Semi structure interview also allows the researcher to acquire rich and personalized information (Hancock & Algozzin: 2006).

In this study, the purpose of interview was to get the student teachers' responses to the sources that contributed to their anxieties mentioned by Merç's (2011) as well as their strategies in overcoming their anxieties.

In the previous study by Merç's (2011) identified that the sources of anxiety reported by the student teachers were: unfamiliarity with the classroom situation and classroom management, students' low proficiency, students' disinterest, students' lack of participation that results in failure to the objectives

of the lesson, students' disruptiveness, anxiety about student teachers' classroom language, observation and evaluation from the supervisors caused anxiety to student teachers, anxiety because of the previous experience, anxiety caused by first-day class, anxiety caused by feeling of incompetence in teaching, anxiety caused by being observed and recorded by the cooperating teacher, anxiety due to using the time effectively, anxiety of being unfamiliar with students, and anxiety of using a new device.

In order to make the elaboration of the findings easier, those sources were categorized by the researcher so that the similar sources can be grouped under the same category.

There are four categories of anxiety namely classroom related anxiety, students' related anxiety, supervisors' related anxiety, and teaching related anxiety.

The first category of anxiety was classroom related anxiety that covered classroom management, concern about unexpected things in the class, and the implementation of lesson plans in the classroom.

The second category was students' related anxiety that covered anxiety of drawing students' attention and interaction, students' attitude in the classroom, students' low proficiency, students' disinterest, students' lack of participation, and students' disruptiveness.

The third category was supervisors' related anxiety that covered observation and evaluation from the cooperating teachers and university supervisor.

The fourth category was teaching related anxiety that covered teaching strategies, uncertainty in choosing the materials, concern about student teachers' classroom language, student teachers' anxiety of using an overhead projector, time management, and also preparation for the tests.

## 2. Diary

A diary is an introspective research tool widely used in studies related to language learning and teaching (Nunan, 1992). Teacher diaries are accounts

kept by teachers themselves of their experiences in the classroom. The focus of teacher diaries, logs, or journals may be on teachers' cognition, culture, and/or behavior (Cortazzi, 1993; Calderhead, 1996).

Apart from being a research tool, diaries can be used for a number of other purposes:

- a) Reflection: diaries are widely used by both pre-service and in-service teacher training programs to get student teachers to reflect upon their teaching and to elicit their views and opinions of language teaching and learning (e.g., Gray, 1998; Lee, 2007).
- b) Personal Purposes: student teachers are encouraged to keep a personal account, i.e. a diary, of their experiences in and out of the classroom to stimulate professional development, which can help trigger insights about teaching and set off a process of discovery (Richards and Lockhart, 1996).

### **3.5 Data Analysis**

#### **3.5.1. Data Analysis from the Interview**

The responses from the participants were translated and transcribed. In making the transcripts, the researcher separated the questions and responses in two columns so that they would not be mix up. Then, the transcripts were translated into English. Finally, some parts of the English transcripts from the interviews were included in the findings of the study.

#### **3.5.2 Data Analysis from the Diary**

The diaries which kept by the student teachers elaborated the feelings that student teachers went through during teaching practicum such as when they observed by the supervisor, when the class was lack of participation, when they face disruptive pupils and so on. The diaries also showed how the student teachers' way to overcome their anxieties. So, the data from the diaries served as evidences that were directly written by them. The extracts from the diaries will be included to support the findings from the interviews.

### **3.6 Concluding Remark**

This chapter has presented and elaborated the methodological aspects applied in the research covering the research question, research design, site and participants, method for data collection and data analysis. In the next chapter, the findings and discussions of the research will be discussed