

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the method used to discover the pre-service teachers' expectations for teaching practice and their expectations toward it. In details, this chapter explains research problems, research design, participants, research instruments, data collecting procedures, and data analysis.

3.1 Research Design

The study used a qualitative method. Qualitative methodology is suitable when the study is addressed to gain an in-depth understanding of the issues (Hamied, 2017). This study as well employed a qualitative case study design to answer the research questions. A questionnaire and interview were conducted to find out the possible causes of the pre-service teachers' expectation and experience as well as the possible causes of their fulfillment. According to Hood (2009, p. 86) case studies are, "empirical investigations of contemporary phenomena within real-life contexts". The qualitative case study method is chosen because this study aims to investigate the pre-service expectations and reality in teaching practice which is natural and there is no treatment or manipulation given by the researcher to the participants. In line with what is proposed by Creswell (2009, p. 175) that one of the characteristics of qualitative research is "natural settings" where "qualitative researchers tend to collect data in the field at the site where participants experience the issue or problem under study". Yin (2011, p. 7) concurs that one of the characteristics of a qualitative research is "studying the meaning of people's lives, under real-world conditions". This study was designed with regard to pre-service English teachers' reflective teaching practice in the classroom situation. The focus was primarily on each participant's reflective teaching experience related to the expectations they have and the reality that happened during their teaching practicum.

3.2 Participants

This study involved undergraduate pre-service English teachers. The pre-service teachers were chosen as participants since they are pre-service teachers in English Education Department and they have already taken teaching practicum. From 17 pre-service teachers who have filled out the questionnaire, there were

only 8 pre-service teachers who were willing to be interviewed due to the pandemic and the interview process were done via online. The age of them is in the range of 21-22 years old.

3.3 Data collection

The primary data in this study was from questionnaires and semi-structured interview.

3.3.1 Questionnaire

The questionnaire used in this study consists of a 4 Likert scale with a total of 20 items. All the items of questionnaires cover the aspects that deal with teaching practice, such as teaching strategies, lesson planing, and mentorship. It is adapted from Weinstein, 1988; Quinn, 2011. However, it is adjusted to the need of this research. The total of the items are 20, which is divided into two sections. The first 10 items are to find out the pre-service expectations and the next 10 items are to find out the fullfillment of their expectations.

Later, the results of the questionnaire were matched with the interview. More details on questionnaire item presented in appendices section.

3.3.2 Semi-structured interview

Interview is a way to explore what is on people's minds and how they feel (Fraenkel & Wallen, 2000). As Patton (1980) stated, its purpose is to explore things that cannot be directly observed. A semi-structured interview was carried out to the pre-service teachers. The research employed a semi-structured interview as it consists of several open-ended questions designed to relate theoretical perspective with real life situation through encouraging the interviewees to reflect and interpret the interview questions (Cohen, Manion, & Morrison, 2007,cited in Palailogou, Needham, & Male, 2016). It also allows the researcher to both control the focus of the interview and have flexibility in gathering information (Cohen, Manion, & Morrison, 2007).

After having the questionnaire's results, seven pre-service teachers had an interview regarding their expectations and fulfillment of those expectations in the teaching practicum. The interview to pre-service teachers also seek the factors effecting their unmet expectations and how it impact them. The purpose was to

complement the data that the respondent has answered in the questionnaire by asking to provide the reasons behind their answers. The interview was done via WhatsApp (voice note and text messages) and it took around 30 minutes for each person, sometimes it also took more time depend on the participant's condition.

The interview includes:

1. Pre-service teachers' expectation for the teaching practicum
2. Pre-service teachers' fulfillment of the expectations in the teaching practicum.
3. The obstacles faced by the pre-service teachers in the teaching practicum and the solution to cope with the obstacles.
4. Factors effecting their unmet expectation.
5. The impact of unmet expectation.

The interviews were conducted in Indonesian language, which was transcribed and then translated into English. Then, it was analyzed and categorized into a number of possible factors.

3.4 Data Analysis

The data were analyzed after the questionnaire and interview had been collected. The analysis guideline is described below:

3.4.1 Questionnaire

The data collected from the Likert scale in the questionnaire were compiled using descriptive statistics. The researcher compiled the data from *Google form*. The data was converted into percentage to overview at which range that the participants most chose for each statement of questionnaires. The next step of the data analysis was analyzing the participants' answers for each statement of questionnaires regarding pre-service teachers' expectation before the teaching practicum and compared it after the teaching practicum.

Furthermore, the conclusions drawn based on the data analysis. To provide the clear data, the comparison between both the pre-service teacher's expectation and the fulfillment of those expectations also was delivered in the form of chart.

3.4.2 Interview

The first step of analyzing the interview was to transcribe the voice note and text messages. Then, the transcription was coded and categorized based on factors causing the unmet expectation. Coding is a fundamental aspect of the analytical process and the ways researchers break down their data to create something new (Elliott, 2018). Then, the data were descriptively interpreted and elaborated in detail.