CHAPTER III
RESEARCH METHODOLOGY

This chapter discusses the research methodology that includes research design, participants, data collection, and data analysis of the research.

3.1 Research Design

This research adopts multi-case study approach because multi-case study is relevant in this research in the following ways.

Firstly, the participants were chosen due to the reasons that they are encountering and implementing the online teaching method to teach their students during their first and last teaching practicum, which is a special case because of the current Covid-19 pandemic, which is not allowing them to teach in the class as usual. Furthermore, the participants have different contexts whereas four participants were teaching the students in Indonesia and therefore it showed the Indonesian context; meanwhile the rest of them (5 participants) were also teaching the students from Indonesia but in other countries which possibly have different cultures and context from Indonesia since the students might be born and grown in other countries.

Secondly, the online teaching practicum has had never happened before since the offline teaching practicum as the usual method in teaching practicum was cut off and was replaced by the online teaching practicum. This situation was chosen by the government to minimize the risks of the teacher and the students getting infected by the Corona Virus. In addition, the online teaching practicum was implemented from the participants' houses or the place they lived, which can be either beneficial or can cause troubles.

Lastly, half of the participants were teaching in their own regional area, which is a rare case and it was also never happened before; and another half of them were teaching in Indonesian schools in several nations such as Malaysia, Saudi Arabia, and Japan which is also a special event for the pre-service teachers during the time. This all can happen because of the pandemic, which forbidding any physical activities, face-to-face teaching and learning, and so on and so forth. So, distance teaching or also known as online teaching were being implemented.

Online teaching practicum during the current time of Covid-19 pandemic is indeed one unique social and natural phenomenon that can be taken as a research subject where the

researcher tries to find out what kind of differences in terms of the challenges and the benefits that student teachers get to be compared with the normal and usual offline teaching practicum and the currently occuring online teaching practicum. Multi-case study is chosen due to the reason that most of the pre-service teacher or student teacher in our country is implementing online teaching practicum using the internet and gadgets without having direct physical contact with their students or the one they teach. Those characteristics were in line with what Simons (2009) stated that case study seeks an in-depth exploration from multiple perspectives of complexity and uniqueness of a particular project, institution, program, or system in a 'real life'.

Therefore, based on the reasons above, multi-case study is the most relevant to be used in this study because it is a special case that does not happen often and will only happen because of the current condition and situation of the world. Since the purpose of this research is to find out what are the challenges of pre-service EFL teachers and how they can deal with the challenges during online teaching practicum, multi-case study is the most suitable and most ideal research design to be used in this study.

3.2 Participants

The study involves 9 pre-service EFL teachers from English Education program in one of public universities in Bandung, West Java. All of the participants are female, which were chosen because they are the first and second batch of pre-service teachers who did the online teaching during their teaching practicum both in Indonesia and outside Indonesia. Other reasons are because in terms of experience and knowledge, the last year student teachers are considered to have sufficient knowledge and technique to teach their students with decent teachings since the pre-service teachers have already acquired the theory knowledge plus it is the time for them to conduct the teaching practicum. In addition, the researcher also has good accessibility in organizing a communication opportunity with the participants.

4 out of 9 participants are pre-service teachers that had taught online teaching practicum in the regional area near their home place. Meanwhile, the rest of the participants are 5 pre-service teachers who had taught Indonesian students in other countries through a university program that allowed them to teach overseas students.

3.3 Data Collection

In this research, the online interview was the main instrument to be used to collect the qualitative data to be more in-depth and to achieve comprehensive data from the participants. The online interview was gathered through the WhatsApp application using the *Voice Notes* feature, which is the audio recorder that can be used to send messages in the form of voice or sound. The reason for using the voice notes in WhatsApp was because the researcher could not conduct the interview directly by making physical contact with the respondents because the situation was not possible to do so.

The interview instrument questions were adapted from Gümüşok (2014), which was about the pre-service teachers' evaluation process as the reflective practice in the practicum and were modified to be relevant and related to the researchers' study. There are a total of eight questions that centered around the challenges that pre-service teachers encounter, the benefits that they got from online teaching practicum, the examples of challenges they encountered, how they manage to withstand the challenges, and their preference in teaching between online or offline teaching practicum.

The writer follows several steps in collecting the data related to the objectives of the research. The steps are as follows.

Contacting the participants' candidates. The writer contacted approximately 12 people of pre-service English teachers to ask them whether they agreed to be the research participants or not. In this process, out of twelve people, one person did not reply, while the others were willing to participate in the research.

Setting up the time for the interview. After the agreement with the participants, the writer asked the participants when they could join the interview. Since the interview was using an online communication application, *WhatsApp*, the responses were in the form of *Voicenotes* since there was no feature to record the call from *WhatsApp*, and by using *Voicenotes*, it is more flexible for the participants to answer the questions.

Interviewing the participants. The writer interviews the participants by giving them questions in the form of *Voicenotes* and messages and then wait for their responses. During this process, one person quits from the process due to the full schedule, and one person did not give the follow-up responses after answering the first few questions within the allocated time, so the writer decided to end the interview with just 9 participants.

Transcribing and translating the interview response script. After getting all the responses from the participants, the writer transcribes all of the responses, which come in two

forms of language, the English language responses and the *Bahasa Indonesia* responses. Then, for the responses using *Bahasa Indonesia*, the writer translated them into the English language.

Identifying and classifying the participants' responses based on the question given. The transcription will then be identified and classified based on each response from each participant; for example, the responses for question number one will be assembled into one group, and so on and so forth.

Analyzing the response and drawing the conclusion. The final step is analyzing the responses, developing them into descriptive analysis, connecting them with the theory, and drawing conclusions from them.

3.4 Data Analysis

The data was derived from the participants' answers in the online interviews. The data in the form of answers were distributed into several sub-themes based on each category of the questions. The purpose of the data is to get their opinions and responses about the challenges and the benefits of online teaching that they encountered during their online teaching practicum and how they managed the challenges they found to be solved, and also how they responded to it. Several responses are displayed in the next chapter, provided with the tables and charts to make them easier to be analyzed and displayed. The types of data are in the form of descriptive-analytical data.

In analyzing the data, the researcher refers to Miles and Huberman's (1994) Data Analysis: Interactive Model framework, which has been used widely in analyzing qualitative data. Miles and Huberman (1994) refer to analysis as consisting of three concurrent flows of activity; there are data reduction, data display, and conclusion drawing/verification. The illustration of the Miles and Huberman data analysis framework are as follows.
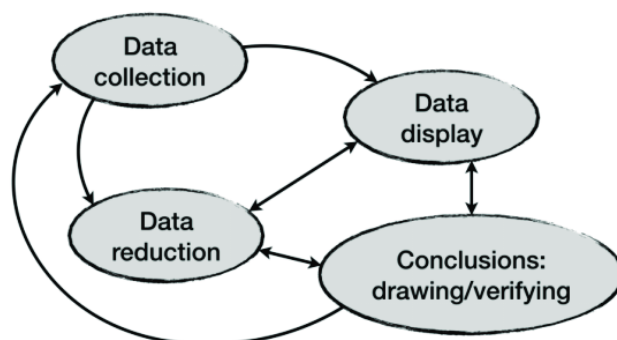
Figure 1.1 Miles and Huberman Data Analysis Framework

The activity of the data collection, as can be seen in Figure 1.1 forms a cyclical, interactive process. In this view, qualitative data analysis is a continuous, iterative enterprise. Issues of data reduction, display, and conclusion drawing/verification come into the figure successively as analysis episodes follow each other (Miles & Huberman, 1994). The process of analysis is continuous, back and forth in cyclical flow.

In addition, Creswell & Creswell's data analysis procedures (2018) were used in analyzing the interview data. The steps of qualitative data analysis from Creswell & Creswell are as follows.

1. Step 1: Organize and prepare the data for analysis.
2. Step 2: Read or look at all the data.
3. Step 3: Start coding all of the data.
4. Step 4: Generate a theme and themes.
5. Step 5: Representing the description and themes.

The procedures of the data analysis can be seen in figure 1.2 below.
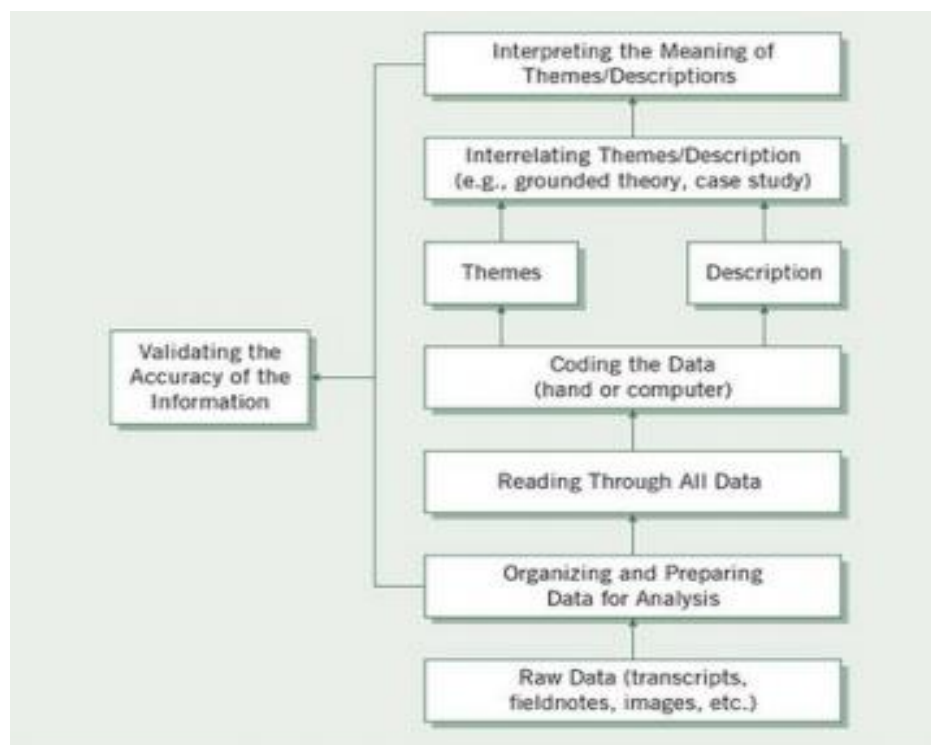
Figure 1.2 Data Analysis in Qualitative Research by Creswell & Creswell (2018)

Based on the steps provided above, first of all, organize and prepare the raw data for the analysis, for example, the interview transcripts, fieldnotes, images, etc. Then, read or look at all of the data that has been collected. After we fully understand the data, we can finally

give coding to the data either by using hand or by using the computer. After the coding, generate the themes and the description of the data. Next, representing the themes and descriptions can be done in the form of visuals, figures, or tables as adjuncts to the discussion. Interrelating the themes and descriptions, for example, with the method such as case study or grounded theory, and the last step is interpreting the meaning of the themes or description and validating the accuracy of the information from our data with other researchers findings.