

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

The chapter consists of five major sections. The first section presents a general overview and its contextual surroundings. The second section briefly describes how the participants were chosen and the settings where the research was conducted. The third section elaborates the data collection and procedure of the research. The fourth section presents the method of data analysis. The fifth section summarizes this chapter comprehensively.

#### **3.1 The Research Design**

The general objectives of this study were to explore the preservice teachers' belief in the process of empowerment and to find out the relationships and the influence among dimensions of Preservice English Teacher Empowerment (PETE). Therefore, this study was descriptive in nature. It has both quantitative and qualitative features, it used explorative case study design. (Creswell, 2014; Hamied, 2017)

#### **3.2 Setting and Participants of the Research**

This section describes two issues: participants and the setting of the research. The first part explains who the participants are and how they were chosen as the participants, and the second part describes the research setting, where the participants take the teaching practicum.

##### **3.2.1 The setting of the Research**

This study was conducted in one of the biggest campuses in district Cirebon, West-Java, Universitas Swadaya Gunung Jati (hereafter, namely UGJ), and School-partnership, SMKN Kadipaten, SMK Muhammadiyah, SMKN Kedawung where this study was conducted. This study was conducted for six months from September 2020 to April 2021, and the participants took teaching practicum season 1 and session 2. The data were collected from the first and the second session of the teaching practicum. The population of students at the English education program who joined the teaching practicum in that year is

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approximately 112 persons (Alwasilah, 2010; Emilia, 2008; Hamied, 2017; Musthafa, 2001; Patton, 2014a). The following section will present the consideration behind the choice of the research site and the procedure of participants selection.

### **3.2.2 Participants of the Research**

The participants of this study were 39 preservice English teachers, three mentor teachers and two teacher educators. Due to the credibility of the data source, the preservice teachers who participated in this study were selected because they had accomplished 80 percent of the subject provided in the English education program successfully in the form of teaching and learning performance and their academic achievement. As mentioned above, the researcher hoped the reliability of the finding was defensible. Therefore, the results of this research cannot be generalized to the entire Indonesian context (Emilia, 2008; Patton, 2014a). Due to the neutrality and consistency of the result, the outsiders' perspectives of the process of preservice teacher empowerment were taken from the selected mentor teachers and teacher educators.

The informants are: (1) The teacher educators (TE) of the English education program selected. TE31 was chosen because He became the supervisor of the teaching practice program. He has experience in English teaching programs both in Indonesia and in an English-speaking country. He is also the one who keeps implementing his research interest on self-reflection on teaching practices, which is a part of student empowerment at teacher education. He used to teach in Language Centre when he studied in his Ph.D. program in the USA. TE#2 is the senior Teacher Educator in the English Education Program. (2) The mentor teachers were selected because their experiences in guiding the Preservice English Teacher. MT#1 is a senior English teacher and also as the teacher educator at the English education program at the university. Besides, he also has experience in guiding the Preservice English teacher for more than 15 years. He gave the best example for the preservice English teacher. MT#2 is the senior English Teacher who has been guiding the Preservice English teacher for more than 10 years.

MT#3 is the English teacher who has experience in guiding the Preservice English teachers for more than five years.

### 3.3 Data Collection Method

This section contains the phase of the data collection method and instrumentation. The researcher collected data from multiple sources such as questionnaires, in-depth interviews, observations, and document evidence to generate non-numerical and numerical findings. The numerous sources lead the researcher to accommodate and collaborate these data and triangulate them to answer the research questions and create credible and consistent results (Alwasilah, 2010; Emilia, 2008; Hamied, 2017; Kaman & Othman, 2016; Musthafa, 2001; Patton, 2014a; Yin, 2018). The following table shows the data collection methods to answer the research questions.

Table 2. Research Questions and Data Collection Methods

Research Questions	Data Collection Methods
What are the preservice English teachers' beliefs in the process of empowerment?	Questionnaires in table 10 Interview
What dimensions do the preservice English teachers perceive that support the process of empowerment?	Questionnaires table 10 Interview
How do the preservice teachers perceive their belief in the dimensions of empowerment in the learning and teaching of English practice?	Questionnaires table 11,12,13,14,15 Interview (FGD 2,3,4, and 5) Document evidence

Triangulation was used to accommodate this issue of validation and reliability of qualitative data. The data from the questionnaire were clarified with the data from the interview. And the data from the interview and the questionnaire were also synchronized with availability documents. Since the process of empowerment of Preservice English teachers involves multi-dimensions, thus the

researcher needed to clarify the results from the preservice teachers' perspective with the mentor teacher and teacher educator perspective. So, data was gathered from a personal standpoint and a social perspective. The procedure of the research is described in the following part.

### **3.3.1 The phase of Data Collection**

Data were collected from early September 2020 through April 2021. The study was organized in two major phases: the first session was from September to December 2020, and the second session was from January to April 2021. Each session collected the data for observation, interviews, questionnaires, and document evidence.

The researcher collected the knowledge and personal growth data in the first session. Why personal growth must be earlier than the other dimensions, as stated by Malm (2009), the teaching is all about emotional practice. Thus, the researcher thought that the PGD-PETE questionnaire should come first. Meanwhile, the questionnaires about teacher knowledge were delivered earlier before teaching practicum to make the preservice teachers aware of what they have learned and prepared for the teaching practicum. Thus, the researcher dug out how the preservice English teachers feel and their belief in experiencing their first teaching practices, mainly related to the personal growth dimension as empowerment. The researcher collected the data that focused on capturing how preservice teachers self-evaluate how they perceive their competence, their learning, and their communal classroom by answering the questionnaires. At the same time, the researcher also conducted interviews through forum group discussions with preservice teachers and mentor teachers at different times during this session.

### **3.3.2 Instrumentation**

This section presents the instrumentation of this research: questionnaires, interviews, document evidence, and observation. This study's instrumentation showed how the researcher constructed the instruments that were used appropriately in gathering data. Because the empowerment process involves self-evaluation (Duhon-Haynes, 1996; Stone, 1995), the researcher used empowerment

scale to find out the the degree of Preservice English Teacher Empowerment. Meanwhile, the interviews were conducted in confirming and clarifying data from questionnaires taken before. In addition, the observation and document evidence was collected to validate the data from questionnaires and interviews.

Due to the validity procedure, the researcher used the validity and reliability test for each questionnaire. Besides, it also used triangulation to lead to the qualitative data validity (Alwasilah, 2010; Cresswell, John W.; Poth, 2016; Kaman & Othman, 2016; Patton, 2014a; Yin, 2018). The researcher engaged multiple methods such as interviews, observation, and documented evidence to drive the confirmability and consistency of the preservice teachers, mentor teachers, and teacher educators. The following section describes the detailed questions on the questionnaires and others.

### **3.3.1.1 Questionnaires**

In this study, questionnaires were used to collect data concerning the preservice teachers' belief in the empowerment process in teaching English practice and how the preservice teachers perceive the belief in the dimension of empowerment. The questionnaires were divided into two types: open-ended questions and close-ended questions. The open-ended questions were given to the participants which topic is related to the general concept of empowerment (Ashcroft, 1987; Duhon-Haynes, 1996; Shulman, 1986).

#### **(1) Learner Empowerment Scale (Frymier et al., 1996)**

The researcher used the empowerment scale designed by Schultz and Shulman (1993) to get the preservice teachers' perception of the empowerment concept. This scale was developed based on Thomas and Velthouse's (1990) conceptualization of empowerment, consisting of four main components: impact, choice, competence, and meaningfulness. This scale consisted of 37 Likert-type items and utilized "never" to "very often within scale from 1-5." The following table presents the items.

Table 3. Learner Empowerment Scale

No	Items
1.	I have the power to make a difference in how things are done in my English learning and teaching practices
2.	I have a choice in the methods I can use to perform my work in English learning and teaching practices
3.	My participation is important to the success of English learning and teaching practices
4.	I have the freedom to choose among options in English learning and teaching practices
5.	I can make an impact on the way things are run in English learning and teaching practices
6.	Alternative approaches to learning are encouraged in English learning and teaching practices
7.	I have the opportunity to contribute to the learning of others in English learning and teaching practices
8.	I have the opportunity to make important decisions in English learning and teaching practices
9.	I cannot influence what happens in English learning and teaching practices
10.	I have the power to create a supportive learning environment in English learning and teaching practices
11.	My contribution to this English learning and teaching practices makes no difference
12.	I can determine how tasks can be performed in English learning and teaching practices
13.	I make a difference in the learning that goes on in English learning and teaching practices
14.	I have no freedom to choose in English learning and teaching practices
15.	I can influence the teacher educator and the mentor teacher
16.	I feel appreciated in English learning and teaching practices
17.	The tasks required in English learning and teaching practices are personally meaningful.
18.	I look forward to going to my English learning and teaching practices
19.	These English learning and teaching practices are exciting
20.	These English learning and teaching practices are boring
21.	The tasks required in English learning and teaching practices are valuable to me.
22.	The information in English learning and teaching practices is useful.
23.	This course will help me to achieve my future goals
24.	The tasks required in English learning and teaching practices are a waste of my time
25.	These English learning and teaching practices are not important to me.
26.	I feel confident that I can adequately perform my duties in English learning and teaching practices
27.	I feel intimidated by what is required of me in English learning and teaching

	practices
28.	I possess the necessary skills to perform successfully in English learning and teaching practices
29.	I feel unable to do the work in English learning and teaching practices
30.	I believe that I am capable of achieving my goals in English learning and teaching practices
31.	I have faith in my ability to do well in English learning and teaching practices
32.	I have studied before to succeed in English learning and teaching practices
33.	I lack confidence in my ability to perform the tasks in English learning and teaching practices
34.	I feel very competent in English learning and teaching practices
35.	I feel comfortable challenging with my lectures in English learning and teaching practices
36.	I feel comfortable challenging my peers in English learning and teaching practices
37.	I feel comfortable answering questions in English learning and teaching practices

The participants were asked to report their empowerment experiences in the English teaching and learning experiences. Therefore, the measure of empowerment in this study was specific for each Preservice English Teacher. The questionnaires have been tested the validity and its reliability. The result of validity is 32 items are scored more than  $r$  table 3,32 which means valid, and the 5 items are scored less than  $r$  table 3,32 which means not valid because these items have negative feeling of the empowerment experiences. Each item was analysed with the five dimensions, learning, knowledge, competence, personal growth, and classroom community. The learning dimension had an alpha reliability of 0,86 with mean of 3,14, and SD 0,32. The knowledge dimension had an alpha reliability of 0,66 with mean of 3,9, and SD 0,32. The competence dimension had alpha reliability of 0,55 with mean of 3,7, and SD 0,32. The personal growth dimension had alpha reliability of 0,85 with mean 3,3, and SD 0,32. The communal classroom had alpha reliability of 0,74 with mean 3,5, and SD 0,32.

## (2) Knowledge Dimension of empowerment

As presented in the previous chapter, empowering the preservice teachers' knowledge capacity involves the individual perception and self-evaluation (Duhon-Haynes, 1996; Stone, 1995) of mastering the teacher knowledge. This study adopted the teacher knowledge test developed by Spratt et al. (2005), which is modified by the concept of TPACK (Koehler, M.J., Mishra, Punya., and Cain,

2013). Sparrt et al. (2005) divided the English Teacher Knowledge into three categories. First, the content knowledge concludes the English language skills and components: listening, speaking, reading, writing, and genre or text types. Second, pedagogy knowledge consists of background English language learning and teaching. The last category is the combination between Spratt's concept (2005) and the concept of Mishra and Koehler (2013). It consists of knowledge that provides information on the selection of English material, LMS, the procedure of online classroom, blended learning, etc. Through these items, the researcher leads the preservice teachers to do self-evaluation (Duhon-Haynes, 1996) on the mastery of teacher knowledge as a part of the empowerment process (Cattaneo & Chapman, 2010; Duhon-Haynes, 1996; Murray, 2019a; Stone, 1995).

Table 4. Knowledge Dimension of Preservice English Teacher

KD-PETE	Categories	Items
English Language Knowledge	English Language Skills and Components	Listening Materials Speaking Materials Reading Materials Writing English Materials Genre or Text Types in English
Pedagogy Knowledge	English Language Learning & Teaching	Motivation in language learning Exposure and focus on form The role of error Differences between L1 and L2 learning Learner Characteristics Learner Needs  Approaches to language teaching Presentation techniques and introductory activities Practical activities and tasks for language and skills development Assessment types and tasks  Identifying and selecting aims and objectives of the lesson Identifying the different components of a lesson plan Planning an individual or sequence of lessons Choosing assessment activities



	<p>Lesson planning and the usage of resources for language teaching to prepare a sequence of lessons</p> <p>Teachers and learners' language in the classroom</p>	<p>Selection and use of resources Consulting reference resources to help in lesson preparation</p> <p>Using the appropriate language for a range of classroom function Identifying the functions of learners' language Categorizing learners' mistakes Classroom Management Teachers' roles Grouping Learners Correcting learners Giving Feedback</p>
Technology Knowledge		<p>Selection and use of English materials Selection and use of supplementary materials and activities Selection and use of teaching aids, media, technology or LMS 2Creating online materials Conducting online classroom Making online assessment</p>

The participants were asked to report evaluate their understanding on the teacher knowledge: English language knowledge, the pedagogy knowledge, and the technology knowledge. Therefore, the measure of teacher knowledge in this study was specific for each Preservice English Teacher. The questionnaires consist of 27 items using a Likert-type scale of one (very poor) to five (very good). The scale had an alpha reliability are 0.9 with mean 3,4 and SD 0,51.

### (3) Learning Dimension of empowerment (Cheng & Cheng, 2016)

As discussed in the previous chapter, the researcher tried to dig out the preservice teachers' experiences in empowering their learning performance. Thus she elaborated and modified the concept of the learning conception of empowerment, which is embroidered and altered from the existing learning conception discussed in the proceeding chapter into the following table (Cheng & Cheng, 2016; Cole, Field, 2010; Frymier et al., 1996; Haryati, 2013; Hayati, 2010; Khalid, 2019; Martinsuo & Turkulainen, 2011; Silva, 2014). The main categories

of the learning dimension suggested by Cheng (2016) have four domains: interest, habit, motivation, and commitment. Through these perception items, the researcher leads the preservice teachers to feel and do self-evaluation (Duhon-Haynes, 1996) on their learning interest, habit, motivation, and commitment.

Table 5. Learning dimension of student empowerment

<b>Learning Interest</b>
I prefer challenging classwork to learn new things in English learning and teaching practices
Compared with other students in this class, I am expected to perform exceptionally well (idea, tasks) in English learning and teaching practices
I need to understand the topics being taught in English learning and teaching practices
I enjoy the topics being taught in English learning and teaching practices
I believe I will be able to apply the acquired knowledge in English learning and teaching practices
I think that the topics being taught learning in English learning and teaching practices are interesting
<b>Learning Habit</b>
I often choose topics that teach new things even when I am expected to put in more work English learning and teaching practices
I always try to understand what the teacher is even when it doesn't make sense English learning and teaching practices
I copy my note when studying to help me remember the material English learning and teaching practices
I practice the exercises at the end of each chapter even when I am not asked to answer the questions in English learning and teaching practices
When I study for a test, I practice the important facts in English learning and teaching practices
I think about the activities I need to engage in before studying in English learning and teaching practices
I apply the knowledge from previous homework and textbooks when working on new assignments in English learning and teaching practices
When I read materials for the class, the English words are recited to help me remember
<b>Learning Motivation</b>
I am sure to execute an excellent task in English learning and teaching practices
I expect to be awarded good grades in English learning and teaching practices
I intend to study the materials for English learning and teaching practices
I either give up or study the easy parts when the assignment is difficult
<b>Learning Commitment</b>
I put down relevant points in my own terms while studying in English learning and teaching practices
Even when study materials are dull and uninteresting, I try to complete the classwork in English learning and teaching practices
I outline the chapters to help me study English learning and teaching practices
I work hard to get a good grade even when I find the English learning and teaching practices uninteresting

I practice the exercises at the end of the chapter even when I don't have to answer the questions in English learning and teaching practices
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The participants were asked to report evaluate their learning perception on Interest, Habit, Motivation, Commitment. The questionnaires consist of 23 items using a Likert-type scale of one (Never) to five (Very Often). The scale had an alpha reability are 0,80 with mean 3,6 and SD 0,63

#### (4) Competence Dimension of PETE

As a result of the reviews of the competence dimension of empowerment presented in the previous chapter, the researcher adopted the teachers' competence formulated by the P21 framework (2019) to lead the preservice teachers to do self-evaluation on competence as part of the empowerment process(Duhon-Haynes, 1996; Partnership for 21st Century Learning (P21), 2019; Stone, 1995).

Table 7. Competence Dimension of PETE

<b>Critical thinking domain</b>
I like to take the initiative and challenge in English learning and teaching practices
I motivated to be creative in English learning and teaching practices
I look at the big picture of English learning and teaching practices
I am motivated by an environment that encourages creative thinking to find a creative solution I many obstacles in the English learning and teaching practices
I search for similarities in processes of English learning and teaching practices
<b>Creativity and innovation</b>
I am able to discover different links and relationships (obvious and obscure) when different information sources are analyzed in English learning and teaching practices
I tend to cope with complexities when there is a need to resolve a problem in English learning and teaching practices
I use brainstorming to make the association when assigned to a given concept in English learning and teaching practices
I actively search for associations in English learning and teaching practices
I am able to persuade others that my ideas are valuable in English learning and teaching practices
I am capable of recognizing gaps in my existing knowledge in English learning and teaching practices
I do not get stuck on a set of rules to solve a problem in English learning and

teaching practices
I easily identify different aspects of a problem in English learning and teaching practices
<b>Communication</b>
I intend to learn more about other English cultures and languages I am frequently exposed to in the classroom
I am able to identify my role within a group of English learning and teaching practices
Interacting with others helps me to develop the insight to plan for further English learning and teaching practices
I make use of any opportunity I come across English learning and teaching practices
<b>Collaboration</b>
I need to share information with others in English learning and teaching practices
I maintain good interpersonal relationships with others in English learning and teaching practices
I find it easy to work in collaboration with others in English learning and teaching practices
I successfully communicate verbally in English learning and teaching practices
I identify the need for inter-disciplinary links for maintaining social harmony in English learning and teaching practices
I am able to effectively express their ideas through writings, English learning, and teaching practices
I am able to freely express their views in English learning and teaching practices

*Adapted and modified from P21 learning framework, 2011*

The participants were asked to report evaluate their competence including critical thinking domain, creative and innovation, communication, and collaboration. The questionnaires consist of 24 items using a Likert-type scale of one (Never) to five (Very Often). Personal Growth Dimension of PETE

As discussed earlier in chapter two, the general concept of personal growth dimension of preservice English teacher empowerment was initiated from the empowerment concept proposed by Stone (1995), Duhon-Haynes (1996) and adapted and modified from some experts on theories of self-efficacy, self-awareness, life career of teacher in 21<sup>st</sup> century (Bandura, 1989; Eurich, 2019;

Guntern et al., 2017; Partnership for 21st Century Learning (P21), 2019; Tsai et al., 2014). The scale of each items are from 1 = Strongly Disagree to 6 = Strongly Agree. Item scores are summed to obtain a total PGI score. There is evidence that the PGIS is strongly positively related to psychological well-being and negatively associated with psychological distress.

The Strength Self-Efficacy Scale (SSES) which is developed by Chia-Lin Tsai , Adipat Chaichanasakul , Ran Zhao, Lisa Y. Flores , and Shane J. Lopez (2014); Eurich Tasha (2019)

Table 8. Personal Growth Dimension of PETE

<b>Self-Awareness</b>
I put my emotions aside when dealing with issues of English teaching practices
I am capable of dealing with any challenge that comes my way in the English teaching practices
I obviously create the life I am enjoying in the English teaching practices
I welcome constructive criticism even if it's harsh in the English teaching practices
I trust the people and relationship I'm in the English teaching practices
I feel appreciated and valued for my effort in the English teaching practices
I apply all my strengths and skills when accomplishing tasks and goals in the English teaching practices
I am comfortable making mistakes in the English teaching practices
I am confident in my own silence even when in a room full of colleagues and executives
I am perfect as I am even with all my flaws in the English teaching practices
<b>Self-Efficacy</b>
I am able to achieve most of the set goals of English teaching practice
I are certain to accomplish difficult tasks, when encountered in the English teaching practice
In general, I am able to realize important outcomes during the English teaching practices
I am bound to succeed at virtually any endeavour or effort I set my minds
I am able to successfully overcome many challenges in the English teaching practices
I confidently perform many different tasks effectively in the English teaching practice
Compared to other people, I am able to carry out most tasks appropriately in the English teaching practice
I tend to be efficient, even when things are difficult in the English teaching practice
<b>Flexibility and Adaptability</b>
I adapt to varied roles and new jobs in learning and teaching practices
I adapt to varied schedules in learning and teaching practices
I work effectively in a climate of ambiguity and changing priorities in learning and teaching practices

I cooperate feedback effectively in learning and teaching practices
I understand diverse views and beliefs to reach workable solutions, particularly in multicultural environments in learning and teaching practices
I negotiate diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments in learning and teaching practices
I balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments in learning and teaching practices
<b>Initiative and self-direction in PGD-PETE</b>
I set the goal with tangible (clear and detail) in learning and teaching practices
I set the goal with intangible success criteria (unclear and still abstract) in learning and teaching practices
I make a balance tactical short-term and long-term goals in learning and teaching practices
I utilize and manage the time effectively in learning and teaching practices
I monitor, define, and prioritize tasks without direct oversight (mistake) in learning and teaching practices
I demonstrate initiative to advance skills levels toward a professional level in learning and teaching practices
I reflect critically on experience in order to inform future progress in learning and teaching practices
<b>Productivity and accountability in PGD-PETE</b>
I set and meet goals, even in the face of obstacles and competing pressure
I prioritize, plan, and manage work to achieve the intended result
I demonstrate additional attributes associated with producing high-quality products
I Respect and appreciate team diversity
I am accountable for the result
<b>Leadership and responsibility in PGD-PETE</b>
I use interpersonal skills to influence others toward a goal
I use interpersonal skills to guide others toward a goal
I use problem solving skill to influence others toward a goal
I use problem solving to guide others toward a goal
I influence the strengths of others to accomplish a common goal
I inspire others to reach my very best via example
I demonstrate integrity and ethical behaviour in using influence and power

Adapted and modifies from P21 (2011) Eurich (2019), Tsai (2014) Tsai, Chaichanasakul ,Zhao, Flores , and Lopez (2014).

The participants were asked to report evaluate their competence including critical thinking domain, creative and innovation, communication, and collaboration. The questionnaires consist of 32 items using a Likert-type scale of one (Never) to five (Very Often). The scale had an alpha reability are 0,90 with mean 3,52 and SD 0,58

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## (5) Classroom as community of PETE

The classroom Community-scale is a test instrument designed by Rovai (2002) that can assist educational researchers in studying community in virtual classrooms and help identify course design and instructional delivery that best promotes the development of the community. This study chose the scale because it fits the aim of the study to find out the community dimension that supported the process of empowerment.

Table 9. Classroom Community Instrument

No	Items
	<b>Connectedness</b>
1	I feel that students in this course care about each other
2	I feel connected to those taking this course
3	I do not feel the spirit of sportsmanship
4	I take the course as a family
5	I feel isolated in this course
6	I trust others in this course
7	I tend to rely on others in this course
8	I feel uncertain about others in this course
9	I am confident that others are definitely going to support me
10	I feel that my course mates depend on me
	<b>Learning items</b>
11	I am encouraged to ask questions
12	I find it difficult to get help when they are asked questions
13	I feel that they receive timely feedback
14	I feel uneasy exposing specific gaps in their understanding
15	I feel reluctant to speak openly
16	I feel that this course results in only modest learning
17	I feel that other students do not help with the learning process
18	I feel that I am given sufficient opportunities to learn
19	I feel that my educational needs are not being met
20	I feel that this course does not promote the desire to learn

Adapted from Rovai, 2002

The participants were asked to report evaluate their competence including critical thinking domain, creative and innovation, communication, and collaboration. The questionnaires consist of 20 items using a Likert-type scale of one (Never) to five (Very Often).

However, the questionnaire was useful to collect some factual information about the respondents and qualitative data on their perceptions. Factual information obtained from the questionnaire was also used as the basis for selecting key informants from among the pre-service teachers, teacher-educator, and mentor teachers for interviews and observations. Consequently, semi-structured questionnaires were designed to meet these purposes. Questionnaires for mentor-teacher and teacher-educator were worded differently to suit their respective roles in experiencing and empowering the preservice teacher during the program. The pre-service teacher questionnaire and lecturer questionnaire used in this study are attached in appendices.

Although data obtained from the questionnaire in this study were used to triangulate data obtained from document analyses, observations, and interviews, the questionnaire data, however, did not constitute the major data in this study.

### **3.3.1.2 Interviews and Focus Group Discussion**

Three types of interviews were conducted in this study, namely in-depth/unstructured interviews, semi-structured interviews, and focus group discussions (Alwasilah, 2010; Creswell, 2014; Dornyei, 2003; Hamied, 2017; Martin, 2010; Musthafa, 2001; Patton, 2014a). First, the in-depth unstructured interviews were conducted with the teacher-educator and mentor-teacher to obtain relevant data. It was also to validate data concerning to process of preservice teacher empowerment. The researcher did cross and check data not only from the insiders' perspective, the preservice teachers' perception, but also, from outsiders' perspective, from teacher educators and the mentor teacher, in a natural context (Musthafa, 2001; Patton, 2014b).

The second interviews are semi-structured which were conducted with mentor-teacher and teacher-educator in each study site. They were conducted as face to face in school and campus. The other interviews were informed by in-depth interviews already conducted with preservice teachers, according to Alwasilah (2010), interview is particularly useful to let interviewee develop ideas and speak more widely on the issues raised by the researcher.



The third interview in this study is a focus group discussion which was conducted with preservice teachers attending the teaching practice program. Six focus group discussions were conducted at the two projects, such as designing lesson plans ( in the first week of the second session of teaching practicum) and designing English material (at the second week), and three focus group discussions were conducted at the rest weeks the teaching practice programs. The schedules used for the general interviews and confirmatory interviews with the preservice teachers, mentor teacher, and teacher educator are in the following table 10.

Table 10. Schedule of Focus Group Discussion

<b>Topic FGD</b>	<b>Participants</b>	<b>Time</b>	<b>Place</b>
Introduction	Mentor teacher	September 2 <sup>nd</sup> , 2020	At Campus
FGD 1 Exploring Preservice English teachers' belief in concept of empowerment	Preservice English teachers	September 26 <sup>th</sup> , 2020	At Campus
FGD 2 Exploring preservice English teachers' Knowledge and learning dimension of PETE	Preservice English teachers	January 8 <sup>th</sup> , 2021	At Campus
FGD 3 Exploring preservice teachers' competence dimension of PETE	Preservice English teachers	February 5 <sup>th</sup> , 2021	At School and At Campus
FGD 4 Exploring the preservice English teachers' personal growth dimension of PETE	Preservice English teachers	March 5 <sup>th</sup> , 2021	Zoom Meeting
FGD 5 Exploring preservice English teachers' Communal classroom of PETE	Preservice English teachers	March 12 <sup>th</sup> 2021	Zoom meeting
FGD 6 Exploring the preservice	Preservice English teachers	March 19 <sup>th</sup> , 2021	Zoom meeting

English teachers' empowerment process			
Exploring the outsiders' perspectives on the effect of empowerment process of preservice English teachers	Teacher educator and Mentor teacher	March 26 <sup>th</sup> 2021	At Campus and School
Confirmatory Interview for the whole process of empowerment in the teaching practicum session 1 and 2	Preservice English teachers Teacher Educator	April 2 <sup>nd</sup> 2021	At Campus And Zoom meeting

### 3.3.1.3 Document Evidence

As Alwasilah (2010) suggested, the validation of the qualitative data should consider the documentary evidence, which possibly became the most relevant data source in this study. Such data can provide the basis for “interpretative and critical approaches” to understanding what is written (Creswell, 2014; Hamied, 2017). The document which was used in this study includes the portfolio of the participants such as the lesson plan they made, the English material they designed, the video of teaching they published in the social media, and other tasks that they made along the way they accomplished the teaching courses until they were taking the teaching practicum.

### 3.3.1.4 Observation

The classroom observations were used to find out how the participants perceive the process of empowerment within five dimensions, as discussed in conceptual framework in chapter two. The observation was conducted synchronous and asynchronous online classroom. The observation in classroom teachings can provide rich and natural data required for a case study (Alwasilah, 2010; Creswell, John W.; Poth, 2016; Creswell, 2014; Emilia, 2008; Hamied, 2017; Musthafa, 2001; Patton, 2014a). Observations in this study were carried out only after some background information was gathered, allowing the researcher to establish rapport and adequate understanding for initiating and designing classroom observations. During the observations, the researcher took descriptive

and reflective field notes and, depending on the degree of openness and consent from the people observed, took video recordings. For an illustration of how the classroom observations, as well as interviews, document analyses, and questionnaires, were used in this study.

### 3.4 The Method of Data Analysis

The method of analysis were used in this study: SPSS and thematic analysis for qualitative data. Since this study has more than one independent variables (five dimensions) and one dependent variable (PETE) was used to find out the relationship among variables. It used to find out the relationship of knowledge, learning, competence, personal growth, and communal competence to the level of Preservice English Teacher Empowerment (PETE). Meanwhile, thematic is a divergent, compatible, and flexible research tool (Emilia, 2008; Hamied, 2017). Therefore, the researcher used this to create a rich, detailed, and complex data set account. The collected data were analysed based on the clarity and enormous expertise based on the conceptual framework in chapter two (Alwasilah, 2010; Braun & Clarke, 2019; Cresswell, John W.; Poth, 2016; Patton, 2014a; Yin, 2018). The organization of data thematic started from the results or findings then followed by the discussion (see table 14).

Table 11. Organization of thematic data analysis

Results and Discussion
A. Result KD-PETE:
1. Data Presentation
2. Discussion
B. Result LD-PETE
1. Data Presentation
2. Discussion
C. Result CD-PETE
1. Data presentation
2. Discussion
D. Result PGD-PETE
1. Data Presentation
2. Discussion
E. Result CCD-PETE
1. Data Presentation
2. Discussion

It was completed during and after the collection process from questionnaires, interviews, classroom observation, and documentation. The data were analyzed based on the conceptual framework postulated by several experts discussed in the previous chapter (see figure 10). Furthermore, the coding process was employed for easy analysis and to keep the participants' details private. The data coding process is shown in table 14.

Table 12. Data coding

Data Coding	Meaning of Data Coding
PET1, PET2, PET3, PET4	Preservice Teachers as the participants of the research
TE	Teacher Educator
MT	Mentor teacher
IN#...	Data from the interview with participants
Q#...	Data from questionnaires
OB#...	Data from observation
DOC#...	Data from course documentations
PETE	Preservice English Teacher Empowerment
KD	Knowledge Dimension
LD	Learning Dimension
CD	Competence Dimension
PGD	Personal Growth Dimension
CCD	Communal Classroom Dimension

Data collected through questionnaires and interviews were analyzed to answer the research questions related to preservice teachers' state of belief in the concept of empowerment and the way the participants perceive the belief in its dimensions of the empowerment, including Knowledge Dimension of Preservice English Teacher Empowerment (KD-PETE), Learning Dimension of Preservice English Teacher Empowerment (LD-PETE), Competence Dimension of Preservice English Teacher Empowerment (CD-PETE), Personal Growth Dimension of Preservice English Teacher Empowerment (PGD-PETE), and Classroom Community Dimension of Preservice English Teacher Empowerment (CCD-PETE). The general data analysis are shown in table 19.

Table 13. Data analysis of Preservice English Teacher Empowerment

Dimensions		Items
Knowledge	K1	Alternative approaches in teaching English are encouraged in the teaching practice
	K2	I have a choice in methods I can use to perform my English teaching practice
	K3	I have the freedom to choose among options in the English teaching practice
	K4	The information in English learning & teaching practices is useful
Learning	L1	I have the power to make a difference in how things are done in my English learning and teaching practices
	L2	I make a difference in the learning that goes on in the English teaching practice
	L3	The tasks required of me in this class are personally meaningful
	L4	I have no freedom to choose in the English teaching practice
	L5	I look forward to going to the English teaching practice
	L6	The tasks required in English teaching practices are valuable to me
	L7	These teaching practices will help me to achieve my future goals
	L8	These English practices are not important to me
	L9	I have studied before to succeed in the English teaching practices
	L10	These English teaching practices are boring
	L11	These English teaching practices are exciting
Competence	C1	I believe that I am capable of achieving my goals in this English teaching practice
	C2	I feel very competent in this English teaching practice
	C3	I possess the necessary skills to perform successfully in English teaching practice
	C4	I can determine how tasks can be performed
	C5	I feel comfortable answering questions in English teaching practices
Personal Growth	PG1	I feel confident that I can adequately perform my duties in English teaching practice
	PG2	I feel intimidated by what is required of me in the English teaching practice

	PG3	I lack confidence in my ability to perform the tasks in the English teaching practice
	PG4	I have faith in my ability to perform the tasks in the English teaching practice
	PG5	I have the opportunity to make an important decision in the English teaching practice
	PG6	I can influence the mentor teacher and supervisor
	PG7	The tasks required in English learning and teaching practices are personally meaningful
	PG8	The tasks required in the English teaching practices are a waste of my time
	PG9	I feel unable to do the work in English teaching practices
	PG10	I look forward to going to my English teaching practices
Communal Classroom	CC1	I have the opportunity to contribute to the learning of others in the English teaching practice
	CC2	My participation is important to the success of the English teaching practice
	CC3	I can make an impact on the way things are run in the English teaching practice
	CC4	My contribution to the class makes me no difference
	CC5	I feel appreciated in this English teaching practice
	CC6	I cannot influence what happens in the English teaching practice
	CC7	I have the power to create a supportive learning environment in the English teaching practice
	CC8	I feel challenging with my lecturers in English teaching practices
	CC9	I feel comfortable challenging my peers in English teaching practices
	CC10	I have no freedom to choose in English teaching practices

The data from questionnaires, interviews, documentation evidence, and observation were analysed using the conceptual framework postulated in the previous chapter. For instance, the data about the perception of empowerment were analysed with theories postulated by Frymier & Shulman (1996), Duhon-Haynes (1996), Freire (1970), and Ashcroft's (1987). Meanwhile, the researcher scrutinized the data related to the dimension of Knowledge of Preservice Teacher Empowerment (KD-PETE) with theories formulated by Shulman (1996), Koehler & Mishra (2016), Spratt et al. (2015). The categories of knowledge dimension of

preservice English teacher empowerment were synthesized by the theories such as teacher knowledge (Shulman, 1986), TPACK (Koehler, M.J., Mishra, Punya., and Cain, 2013), Teacher Knowledge Test (TKT) (Spratt et al., 2005). The three main theories used to analyse the categories of knowledge dimension of Preservice English Teacher Empowerment (PETE) which is in line with the concept of empowerment postulated by Duhon-Haynes (1996), Stone (1995), Freire (2013), Murray (2019). The categories and the items that become the focus analysis of the knowledge dimension of PETE are formulated in the following table 20.

Table 14. Data Analysis of Knowledge Dimension of PETE

KD-PETE	Categories	Items
English Language Knowledge	English Language Skills and Components	English language materials My English Grammar Listening Materials Speaking Materials Writing English Materials Genre or Text Types in English
Pedagogy Knowledge	English Language Learning & Teaching  Lesson planning and the usage of resources for language teaching to prepare a sequence of lessons  Teachers' and learners' language in the classroom	Motivation in language learning Exposure and focus on form The role of error Differences between L1 and L2 learning Learner Characteristics Learner Needs  Approaches to language teaching Presentation techniques and introductory activities Practical activities and tasks for language and skills development Assessment types and tasks  Identifying and selecting aims and objectives of the lesson Identifying the different components of a lesson plan Choosing assessment activities Selection and use of resources Consulting reference resources to help in lesson preparation Using the appropriate language for a range of classroom functions

Technology Knowledge		Selection and use of English materials Selection and use of supplementary materials and activities Selection and use of teaching aids, media, technology, or LMS Creating online materials Conducting online classroom Making online assessment
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On the other side, the Learning Dimension of Preservice English Teacher Empowerment (LD-PETE) consists of interest, habit, motivation, and commitment of learning suggested by Cheng (2010), Duhon-Haynes (1996), Stone (1995), Freire (2013). The statements were adapted and modified from the learner empowerment scale (Frymier & Shulman, 1996). To assess These categories was used to analyse data related to the concept of the learning dimension of PETE. Analysed the data of LD-PETE with theories of learning in empowerment by Cheng (2016), Freire (2017), and Duhon-Haynes (1996). The statements that were categorized and analysed have been formulated in the following table 21.

Table 15. Data analysis of Learning Dimension of PETE

Category of LD-PETE	STATEMENTS
Learning Interest	I prefer challenging classwork to learn new things in English learning and teaching practices Compared with other students in this class, I am expected to perform exceptionally well (idea, tasks) in English learning and teaching practices I need to understand the topics being taught in English learning and teaching practices I enjoy the topics being taught in English learning and teaching practices I believe I will be able to apply the acquired knowledge in English learning and teaching practices I think that the topics being taught learning in English learning and teaching practices are interesting
Learning Habit	I often choose topics that teach new things even when I am expected to put in more work English learning and teaching practices



	<p>I always try to understand what the teacher is even when it doesn't make sense English learning and teaching practices</p> <p>I copy my note when studying to help me remember the material English learning and teaching practices</p> <p>I practice the exercises at the end of each chapter even when I am not asked to answer the questions in English learning and teaching practices</p> <p>When I study for a test, I practice the important facts in English learning and teaching practices</p> <p>I think about the activities I need to engage in before studying in English learning and teaching practices</p> <p>I apply the knowledge from previous homework and textbooks when working on new assignments in English learning and teaching practices</p> <p>When I read materials for the class, the English words are recited to help me remember</p>
Learning Motivation	<p>I am sure to execute an excellent task in English learning and teaching practices</p> <p>I expect to be awarded good grades in English learning and teaching practices</p> <p>I intend to study the materials for English learning and teaching practices</p> <p>I either give up or study the easy parts when the assignment is difficult</p>
Learning Commitment	<p>I put down relevant points in my own terms while studying in English learning and teaching practices</p> <p>Even when study materials are dull and uninteresting, I try to complete the classwork in English learning and teaching practices</p> <p>I outline the chapters to help me study English learning and teaching practices</p> <p>I work hard to get a good grade even when I find the English learning and teaching practices uninteresting</p> <p>I practice the exercises at the end of the chapter even when I don't have to answer the questions in English learning and teaching practices</p>

Adapted from 21<sup>st</sup> teacher competence (Partnership For 21st Century Skills, 2009)

Afterward, data from questionnaire related to the Competence Dimension of Preservice English Teacher were analysed to answer the research question concerning preservice English teachers' perception on the dimension of PETE. The data were categorized into four categories of competence of PETE: critical thinking, Communication, Collaboration, and Creativity & Innovation. The data

were analysed using the concept of 21<sup>st</sup> teacher competence developed by Partnership 21 (2019).

Table 16. The Data analysis of Competence Dimension of PETE

CD-PETE Category	STATEMENTS
Critical Thinking	<p>I like to take the initiative and challenge in English learning and teaching practices</p> <p>I am motivated to be creative in English learning and teaching practices</p> <p>I look at the big picture of English learning and teaching practices</p> <p>I am motivated by an environment that encourages creative thinking to find a creative solution</p> <p>I find many obstacles in the English learning and teaching practices I search for similarities in processes of English learning and teaching practices</p>
Communication	<p>I intend to learn more about other English cultures and languages I am frequently exposed to in the classroom</p> <p>I am able to identify my role within a group of English learning and teaching practices</p> <p>Interacting with others helps me to develop the insight to plan for further English learning and teaching practices</p> <p>I make use of any opportunity I come across English learning and teaching practices</p>
Collaboration	<p>I need to share information with others in English learning and teaching practices</p> <p>I maintain good interpersonal relationships with others in English learning and teaching practices</p> <p>I find it easy to work in collaboration with others in English learning and teaching practices</p> <p>I successfully communicate verbally in English learning and teaching practices</p> <p>I identify the need for inter-disciplinary links for maintaining social harmony in English learning and teaching practices</p> <p>I am able to effectively express their ideas through writings, English learning, and teaching practices I am able to freely express their views in English learning and teaching practices</p>
Creativity and Innovation	<p>I am able to discover different links and relationships (obvious and obscure) when different information sources are analyzed in English learning and teaching practices</p>

	<p>I tend to cope with complexities when there is a need to resolve a problem in English learning and teaching practices</p> <p>I use brainstorming to make the association when assigned to a given concept in English learning and teaching practices</p> <p>I actively search for associations in English learning and teaching practices</p> <p>I am able to persuade others that my ideas are valuable in English learning and teaching practices</p> <p>I am capable of recognizing gaps in my existing knowledge in English learning and teaching practices</p> <p>I do not get stuck on a set of rules to solve a problem in English learning and teaching practices</p> <p>I easily identify different aspects of a problem in English learning and teaching practices</p>
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Next, data from questionnaire related to the Personal Growth Dimension of Preservice English Teacher were analysed to answer the research question concerning preservice English teachers' perception on the dimension of PETE. The data were categorized into six categories of Personal Growth of PETE: self-awareness, self-efficacy, flexibility and adaptability, initiative & self-direction, productivity & accountability, leadership & responsibility. The data were analysed using the theories formulated by Eurich (2019), Tsai, Chaichanasakul, Zhao, Flores, and Lopez (2014), Zimmerman (2017), Bandura (2019), 21<sup>st</sup> partnership framework which is in line with the concept of empowerment suggested by Stone (1995) and Duhon-Haynes (1996).

Table 17. Data Analysis of Personal Growth Dimension of PETE

Category of PGD-PETE	Statements
Self-Awareness	I put my emotions aside when dealing with issues of English teaching practices
	I am capable of dealing with any challenge that comes my way in the English teaching practices
	I obviously create the life I am enjoying in the English teaching practices
	I welcome constructive criticism even if it's harsh in the English teaching practices
	I trust the people and relationship I'm in the English teaching

	practices
	I feel appreciated and valued for my effort in the English teaching practices
	I apply all my strengths and skills when accomplishing tasks and goals in the English teaching practices
	I am comfortable making mistakes in the English teaching practices
	I am confident in my own silence even when in a room full of colleagues and executives
	I am perfect as I am even with all my flaws in the English teaching practices
Self-Efficacy	I am able to achieve most of the set goals of English teaching practice
	I am certain to accomplish difficult tasks, when encountered in the English teaching practice
	In general, I am able to realize important outcomes during the English teaching practices
	I am bound to succeed at virtually any endeavour or effort I set my minds
	I am able to successfully overcome many challenges in the English teaching practices
	I confidently perform many different tasks effectively in the English teaching practice
	Compared to other people, I am able to carry out most tasks appropriately in the English teaching practice
	I tend to be efficient, even when things are difficult in the English teaching practice
Flexibility and Adaptability	I adapt to varied roles and new jobs in learning and teaching practices
	I adapt to varied schedules in learning and teaching practices
	I work effectively in a climate of ambiguity and changing priorities in learning and teaching practices
	I cooperate feedback effectively in learning and teaching practices
	I understand diverse views and beliefs to reach workable solutions, particularly in multicultural environments in learning and teaching practices
	I negotiate diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments in learning and teaching practices
	I balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments in learning and teaching practices
Initiative and self-direction	I set the goal with tangible (clear and detail) in learning and teaching practices
	I set the goal with intangible success criteria (unclear and still abstract) in learning and teaching practices

	I make a balance tactical short-term and long-term goals in learning and teaching practices
	I utilize and manage the time effectively in learning and teaching practices
	I monitor, define, and prioritize tasks without direct oversight (mistake) in learning and teaching practices
	I demonstrate initiative to advance skills levels toward a professional level in learning and teaching practices
	I reflect critically on experience in order to inform future progress in learning and teaching practices
Productivity and Accountability	I set and meet goals, even in the face of obstacles and competing pressure
	I prioritize, plan, and manage work to achieve the intended result
	I demonstrate additional attributes associated with producing high-quality teaching English performance
	I Respect and appreciate team diversity
	I am accountable for the result
Leadership and Responsibility	I use interpersonal skills to influence others toward a goal
	I use interpersonal skills to guide others toward a goal
	I use problem solving skill to influence and guide others toward a goal
	I influence the strengths of others to accomplish a common goal
	I inspire others to reach my very best via example
	I demonstrate integrity and ethical behavior in using influence and power

Adapted and modifies from P21 (2011) Eurich (2019), Tsai, Chaichanasakul ,Zhao, Flores , and Lopez (2014).

Last but not least, data from questionnaire related to the Communal Classroom Dimension of Preservice English Teacher were analysed to answer the research question concerning preservice English teachers' perception on the dimension of PETE. The data were categorized into three categories of Communal Classroom of PETE: connectedness, Cohesion, and Trust. The data were analysed with the theories suggested by Zimmerman & Perkins (1995), Rovai (2002), Dornyei & Murphy (2003).

Table 18. Data Analysis of Communal Classroom of PETE

Category of CCD-PETE	Statements
Connectedness	I feel connected to those taking this course

	I feel that my course mates depend on me
	I feel that other students do not help with the learning process
Cohesion	I feel isolated in this course
	I feel that students in this course care about each other
	I find it difficult to get help when they are asked questions
	I feel that they receive timely feedback
	I feel uneasy exposing specific gaps in their understanding
	I feel that this course results in only modest learning
Trust	I am encouraged to ask questions
	I do not feel the spirit of sportsmanship
	I feel reluctant to speak openly
	I feel that I am given sufficient opportunities to learn
	I feel that my educational needs are not being met
	I feel that this course does not promote the desire to learn

Adapted from Rovai, 2002

### 3.5 Summary Chapter Three

This chapter presented the detailed context of the study, which covers the following research questions(1) what the preservice teachers 'belief is in the process of empowerment? How do they perceive their belief in dimension of empowerment? This study also shelters the case study's description as the design used to carry out this study with four preservice teachers taking teaching practicum, one lecturer, and two mentors. Data were collected through questionnaires, interviews, and class observation & document analysis. This chapter analyzed the process involved in carrying out this study from the start to the end with a detailed description of data analysis based on the theories in chapter two.