

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This part elaborates the methodology of the research. The description includes: The Research Questions, sites and participant and Research Design: Data Collection, and Data analysis.

#### **3.1 Research Questions**

The research is aimed at investigating pre-service teachers' performance during their pre-service teaching program. This study is formulated in the following questions:

1. How is the performance of the English pre-service teachers in the pre-service teaching program?
2. What are the benefits and challenges that English pre-service teachers get from the pre-service teaching program?

#### **3.2 Sites and Participants**

This study examined the performance of three English pre-service teachers of Indonesia University of Education who were taking Professional Practice Program in Senior High School 8 in Bandung. They were fourth year students of English Education Department who were taking the pre-service program as a partial requirement to accomplish their degree. Moreover, the school was chosen due to it is the only one of first cluster senior high schools which had the English pre-service teachers.

#### **3.3 Research Design**

This research is aimed at capturing phenomena of teaching practice conducted by English pre-service teachers. Therefore, this study employed qualitative approach (Alwasilah, 2002), particularly case

study method. The case study was chosen in this study since the writer's study has some characteristic which is the same with case study.

The first characteristic as in the case study is that this study was done in small scale and would not try to make any generalization. The second characteristic that was investigated was in the natural background: the settings of this study were classes where pre-service teaching program occurred, and the participants involved in the study were English pre-service teachers. Moreover, the focus was the participants' perception and experiences and the way they make sense of the problems they found during the program and the study particularly is interested in understanding how those things occurred.

### **3.3.1 Data Collection**

To get reliable findings, this study employed three kinds of data collection, which were: observation, questionnaire and interview.

#### **3.3.1.1. Observation**

The observation was conducted three times for each participant: participant 1 (P1) and participant 2 (P2) on 18<sup>th</sup>, 28<sup>th</sup> April and 5<sup>th</sup> May 2008, and participant 3 (P3) on 11<sup>th</sup>, 18<sup>th</sup> April and 5<sup>th</sup> May 2008. It was intended to see the English pre-service teachers' performance in class, how they conducted teaching and learning process and how they handled the students and what were the benefits and challenges they faced during the program. Hence, the researcher got direct data from the field and how they develop during the program. The assessment of the teachers' performance was adopted from the criteria of good language teachers (Brown, 2000), Danielson's teachers' competence profile (1996), and teaching task (Reece, 2004). The evaluation of the performance was divided into four domains: preparation, presentation, instruction and classroom interaction, and interpersonal skill, such as depicted by the observation form below:

Table 3.1. Observation Form of the Teaching Performance

DOMAINS	INDICATORS
Preparation	
Presentation	
Instruction & Classroom Interaction	
Interpersonal skills	

In the observations the researcher used two types of recording, which was video recording and voice recording. The video recording was used in order to capture the student-teachers' performance and all the activities happened in the class and voice recording was used in order to get clearer voice recording. Moreover, field note was employed during the observation in order to write down the benefits and challenges they faced and also to write down something which was missed either by the voice or video recording.

### 3.3.1.2. Questionnaire

Questionnaire was distributed to the pre-service teachers when they finished conducting the program. It was intended to figure out how they prepared and performed their teaching and to know the benefits and challenges faced by the participants during the program. Moreover, the questionnaire contained 15 questions which were related to the research questions of the study. The type of questionnaire that was used is *open-ended* (Patton, 1987 in Emilia, 2008). It was intended to give freedom to the participants in answering the questionnaire, and at the same time the researcher could get the expected data and understand the participants' thought deeper.

### 3.3.1.3. Interview

The last data collection was interview. The interviews were taken after the observation and the distribution of the questionnaire. The study employed individual interview (Cohen, Manion & Morrison,

2000) and *semi structured* (Nunnan, 1992:149) and there were 10 questions posed to the participants during the interview. Moreover, the interviews were done faced to face and recorded. It was employed in order to give freedom to the participants in answering the interviewer's questions.

### 3.4 Data Analysis

To answer the questions of the research, all the data gained from three data collections were analyzed gradually and to make the analysis easier some coding were employed. The coding as follows:

Table 3.2. Coding of Data

<b>CODING</b>	<b>MEANING</b>
P1, P2, P3	Student-teachers as the participants of the research
INT	The data taken from the interview with the participants
QT	The data taken from the Questionnaire
OB	The data taken from the Observation

The data from the video recording was analyzed by analyzing the performance indicators of the pre-service teachers to figure out their competence in teaching. Brown's concept of good language teachers' characteristics and Reece's teachers' task assessment, Lang's teachers' competence profile and the teachers' performance assessment form of West Java Education Department were adapted for this study and used as assessment criteria of the performance. Moreover, the voice recording was transcribed, coded and then classified based on the adopted criteria. The assessment was classified into four domains that are: preparation, presentation, instruction and classroom interaction and personal characteristics.

The data which were gained through questionnaire was analyzed using thematic analysis (Kvale, 1996), that was through categorizing the data based on *central theme* or main theme from the research

which is in line with the questions of the problems, such as teaching stages: preparation, presentation, assessment, the benefits and challenges of the *PLP*, etc.

The data from the interview was analyzed step by step. Firstly, the interview was transcribed. Then, similarly with the data got from the questionnaire, the interview data was categorized based on the central them of the research (in line with the research problems). Moreover, they were interpreted and compared with theories that support this study.

The triangulation of the data was done in order to compare all the data gained from observation, questionnaire, and interview. It was done to make sure whether all the data have the same conclusion. Moreover, it is intended to conform and validate the findings of the research.

### **3.5 Summary of Chapter III**

This chapter discussed how the researcher conducted the research in order to answer the questions of the research. It explained the questions that underpin the research, the site and participants involving in the research, and how the data collected and analyzed.