

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

This study employs a descriptive qualitative method. It contains sentences or descriptions of the objects. It refers to the meanings, concepts, definitions, characteristics, and descriptions things. The researcher conducts a qualitative method because this study focuses to know self-confidence on microteaching pre-service teachers’.

#### **B. Research Setting**

In term of setting, the researcher conducts the investigation in Antasari State Islamic University Banjarmasin at Tarbiyah Faculty at the 5<sup>th</sup> semester of English Department students, A. Yani km. 4,5 East Banjarmasin, Banjarmasin City, South Kalimantan.

#### **C. Subject and object of research**

##### **1. Subject**

The subject of this research is self-confidence in teaching of pre-service teachers’ in English Department of UIN Antasari.

##### **2. Object**

The object of this research is 11 students who are following pre-service teaching program UIN Antasari Banjarmasin. The students are divided into 3 male and 8 Female. In the classroom, the supervisor is Mrs. Puji Sri Rahayu, M.A.

#### **D. Data and Source of Data**

The researcher taking a score from the teaching evaluation when the pre-service teachers do teaching in the class on the 5<sup>th</sup> semester students of the English department at UIN Antasari Banjarmasin. Researchers taking the documentation from the self-reflection after pre-service teachers' finish teaching in the class. Pre-service teaching was held November until Desember 2017. In pre-service teaching, pre-service teachers practice teaching in 15 minutes.

#### **E. Instrument**

##### 1. Questionnaire

In this study, questionnaire is used as a tool to determine development of pre-service teachers' self-confidence. There are 12 question in the questionnaire, based on self-efficacy scale type.

##### 2. Documentation

Documentation is the supporters used by researchers. With this one, researchers can more fully in data collection. Observation can be documents, pictures (photos) and textbooks in English. With this method, researchers can examine to process of development pre-service teachers' self-confidence, how pre-service teaching in the class in front of their friends.

The benefit of this method, researchers was able to documentation with data that reinforce what has been interviewed and observed.

### 3. Observation

The third method is a method of observation or observations directly to the object of research. Researchers use this method to record directly related the process of learning and teaching practice in PPL 1 English Department of UIN Antasari Banjarmasin.

At least, based on the involvement of the researcher in interaction with the object of this research, there are two types of observations. That is, the observation participant and observation nonparticipant. In this study, researchers using observation participant. Researchers do the research in a way directly involved in the interaction with the object of the research. In other way, the researchers participated as a member of the group that examined.

### **F. Technique of Data Collection**

There are several technique to collect the data, such as observation, questionnaire and documentation study. In this research, the researcher uses observation and documentation study. The result of pre-service teaching is documents that are analyzed.

### **G. Data Analysis Procedure**

In this study, the researcher uses self-efficacy scale to know how self-confidence growing in every meeting. Questionnaire for pre-service is 12 question because the researcher take the short form. For supporting the questionnaire, researchers the theory of Walk (1998) Comparative Analysis to know improving self-confidence in teaching. Comparative Analysis will the data from

questionnaire and documentation study. The researcher compare three meeting in teaching practice to knowing how growing self-confidence from pre-service teachers'.