

CHAPTER III

RESEARCH METHOD

A. Research Design

The research design of this study used to achieve the result is qualitative approach. According to Creswell (2014), qualitative research is an approach that can probe and interpret the meaning of responses from individuals or groups concerning a social or human problem (p. 4). Thus, qualitative research is suitable for this research because the researcher wants to get deep understanding from the findings related to the research questions.

In addition to that, the researcher is facilitated in analyzing and interpreting the data by using descriptive method as it is said by Mardalis (2003) that the descriptive method is a method which has to record, describe, analyze, and interpret the conditions that empirically exist (p. 26).

The researcher uses qualitative method because this study aims to describe the extent of feedback given from a CT can meet EFL PSTs' pedagogical competence and describe every reason in every finding of every sub competence of pedagogical competence. Besides, qualitative method can explain expectations given by EFL PSTs to CTs during the field teaching practice so they will know what aspects to be improved for the sake of a better mentoring practice. This study is a case study because it describes and explores the detailed information of the study.

B. Research Setting

The researcher conducted this research that took place at 8 different schools in South Kalimantan, Indonesia. These sites were chosen because EFL PSTs of Antasari State Islamic University Banjarmasin carried out field teaching practice in the odd

semester of 2020/2021 Academic Year for about 2 months. These sites were mostly from Islamic high schools which were MA Raudhatussyubban, MTs Ar Rahmah, MTs Al-Islamiyah SMIP-1946, MTsN 6 Banjar, MTs Ulumul Qur'an Al Madani, MAN 5 HSU, and MTs Syarif Ali Angsana, and one junior high school which was SMPN 3 Anjir Muara.

First, the researcher obtained the permission from each institution by giving a research letter. After that, the researcher could conduct the research with the participants at those sites mentioned.

C. Participants

The participants of this research were 8 EFL PSTs from English Education Department of Antasari State Islamic University Banjarmasin in which in each school there were 1 EFL PST and 1 CT. The selection of participants of this research used simple random sampling in a way that the EFL PSTs were chosen because they held field teaching practice.

In addition, the EFL PSTs were chosen as the participants of this research because of, of course, fulfilling the common criteria or requirements of English Education Department of Antasari State Islamic University Banjarmasin as stated in Teaching Practicum Handbook (2016) as follows:

- a. Having completed micro teaching,
- b. Having passed all the subjects determined as the prerequisite of registering micro teaching (p. 25).

In conclusion, the participants were chosen randomly and they had been provisioned by their own supervisors to continue to field teaching practice. The

participants were asked to assess their own CTs giving feedback and mentoring them from their own schools.

D. Technique of Data Collection

In order to collect the data, the researcher employed two instruments. The instruments used in this research were questionnaire and interview.

1. Questionnaire

According to Cohen, Manion, & Morrison (2007), questionnaire is a useful instrument by collecting survey information in which the data obtained can be structured, administered without the presence of researcher, and analyzed directly (p. 317). Thus, questionnaire can be used for an exploratory in nature and it will facilitate the researcher analyze findings in which the questions have been already put with detailed aspects in terms of pedagogical competence asked in this research.

The questionnaire was administered after the end of the term of field teaching practice, the researcher could get information about what EFL PSTs had experienced during field teaching practice with respect to actual help given by CTs in terms of feedback. The questionnaire consists of satisfaction levels which are strongly disagree, disagree, unsure, agree, and strongly agree. In this research, all of the participants were asked to give their own satisfaction in twelve sub-competences of pedagogical competence in EFL context. This process helped the researcher find the extent of the CTs' feedback on the EFL PSTs' pedagogical competence during field teaching practice. So, questionnaire could help the researcher obtain the data for answering the first question of this research.

After getting the data, the researcher analyzed it about what aspects of the EFL PSTs' pedagogical competence that the CT feedback met and did not meet.

After that, the researcher could find the extent of the feedback by knowing how many it met the EFL PSTs' pedagogical competence the most. Besides, the researcher could automatically show some aspects that did not meet that were then supposed to be paid attention by CTs to improve those aspects of pedagogical competence in giving feedback in field teaching practice.

2. Interview

According to Ary et al. (2010), interview is an instrument used to gather data from the participants about their opinions, beliefs, and feelings about situations in their own words (p. 438). In addition, Cohen, Manion, & Morrison (2007) state that interview is a best understood instrument in terms of a theory of motivation which recognizes a range of non-rational factors regarding human behavior such as emotions, unconscious needs and interpersonal influences (p. 350). Thus, this instrument could give a chance for the researcher to ask more detailed information from what was chosen by the participants from questionnaire for the sake of verification and to ask about EFL PSTs' expectations on CTs in this research.

After conducting questionnaire, the researcher conducted interview to follow up in-depth information or incomplete things from the questionnaire. The researcher conducted interview for finding out specific aspects that the CTs' feedback met and did not meet the EFL PSTs' competence. So, this interview also contributed to the first question of this research.

Besides, this interview helped the researcher to obtain the data for answering the second question of this research which was EFL PSTs' expectations on CTs in mentoring practice as well as giving feedback. So, the findings and results could help the researcher answer the significance of study which was also for CTs in

general about the importance of what EFL PSTs actually expect during field teaching practice.

During this interview, the interviewees were asked to convey their opinions about their reason of choosing satisfaction levels from the questionnaire and their expectations on CTs. The researcher used written notes to record the answers from the participants.

E. Data Analysis

In analyzing the data, as the researcher uses descriptive qualitative research, it leads the researcher to collect the data, analyze it, arrange it and then present it by describing what the researcher had discovered. In this qualitative method, the researcher does not use any statistic procedures. The researcher will describe the data obtained in a qualitative way.

Regarding to this qualitative research, the researcher uses data analysis based on the theory framework of Miles & Huberman (1994, p. 10). The data analysis consists of three components: data reduction, data display, and conclusion drawing or verification.

1. Data Reduction

According to Miles & Huberman (1994), data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions (p. 10). In data reduction step, the researcher selects the important data from amounts of raw data collected in questionnaire and interview to determine what the data mean.

The first data that the researcher reduced was from questionnaire. The researcher did data reduction to find out the extent of CTs' feedback that met and

did not meet EFL PSTs' pedagogical competence. After getting the selected findings for the first question of this research, the researcher added in-depth information from interview data that were reduced in order to specify the findings in terms of their explanations. Besides, the researcher reduced interview data for the second question of this research about EFL PSTs' expectations on CTs.

After reducing all the data, the researcher did the next step of this method theory which was data display for an analysis of the research.

2. Data Display

In Miles & Huberman (1994), data display is the second component of qualitative data analysis (p. 11). Miles & Huberman (1994) state that data display is a set of information which has been organized and classified based on data reduction which leads to conclusion drawing and verification (p. 11). Data display is to provide organized and managed information in data collection that allows conclusion drawing. Since most frequently qualitative data are displayed as narrative text, which tends to overload people's information processing capabilities, the researcher considers about necessary and important information based on his understanding.

The researcher displayed the reduced data from questionnaire and interview. In displaying the data of questionnaire, the researcher displayed it in the form of charts to validate qualitative analysis (Miles & Huberman, 1994, p. 11) for each of the pedagogical competences. While displaying the data of interview, the researcher displayed it in the form of written data that has been reduced. These ways aimed to make an easier analysis for the researcher in analyzing all the data that had been collected and reduced. After analyzing the data display, the data became the analyzed data that led to conclusion drawing and verification.

3. Conclusion Drawing and Verification

Miles and Huberman describe the third type of data analysis activity as drawing and verifying conclusions. Conclusion drawing is about stepping back to think about what the analyzed data mean and to evaluate their implications for the research questions, while verification in this research is about revisiting to the data obtained and verifying them by collecting others data to make sure that the results are thorough and elaborate.

After the process of data display, the researcher summed up the analyzed data. The first step was that the researcher drew conclusions for each finding from the data for the first question which were obtained from questionnaire. Second, the researcher drew a conclusion that represents all the findings for answering the first question of this research but the conclusion appearing is still tentative. After that, the researcher revisited the questionnaire data that had been collected and verified the tentative conclusions. To verify those conclusions, the researcher followed up incomplete data by collecting other data using interview to get in-depth information in order to get the final conclusion. After that, the researcher tested the meanings from the conclusions as stated by Miles and Huberman (1994) that the meanings emerging from the data have to be tested for their plausibility, their sturdiness, and their 'confirmability' which is their validity" (p. 11). Last, the researcher made the final conclusion to answer the first research question using descriptive qualitative method. To answer the second research question, the researcher also did the same way as the first question even though being obtained from interview only. For the verification of the conclusion for the second research question, the researcher just revisited the data obtained.