

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is used qualitative research with descriptive qualitative. According to Satori and Komariah (2012) stated that qualitative research was type of research approach that aimed to reveal a particular social situation through describe the real fact in form of words grounded on relevant data collection and analyze process from natural situation . Qualitative research which aim to find and describe the perception about pedagogical content knowledge from pre-service English teachers and teachers in teaching practice 2.

B. Research Setting

. This research is taken place in SMK Bina Banua and SMP Nadhatul Ulama Banjarmasin. SMK Bina banua is located at Jalan Pramuka No.12, Pemurus Luar, Kec. Banjarmasin Timur, kota Banjarmasin, South Kalimantan and SMP Nadhatul ulama is located at jalan Rantauan Timur II, Pekauman Kec. Banjarmasin Selatan, kota Banjarmasin, South Kalimantan. SMK Bina Banua Banjarmasin has 24 classes. Reseachers choose class X and XI to conducted the data because pre-service English teachers taught in this class. Then, SMP Nadhatul Ulama has 5 classes, the researchers choose class VII, VIII, and IX to conducted the data because pre-service English teachers taught in this class. The researcher choosed this two schools because research on pedagogical content knowledge has been never done in related school and based on pre-observation, it appears that most of the pre-service English teachers and English teachers in these school know about pedaggogical content knowledge. The researchers conducted the observation and interview started from July 26, 2019 to August 10, 2019.

C. Participants

1. Subject

The subject of this research are eight pre-service English teachers, four from SMK Bina Banua and four from SMP Nadhatul Ulama the second subject is four English teachers who teach in SMK Bina Banua and SMP Nadhatul Ulama Banjarmasin

D. Data

1. Data

In this research, the researcher needs all of data about pre-service English teachers and teachers perception's about pedagogical content knowledge. Beside that, researcher also need the all the data about the different perception between, pre-service English teachers, teacher and in the field about pedagogical content knowledge when pre-service English teachers taught. All data will be taken by the researcher throught some instrumen, there are questionnaire, interview and obsertvation.

2. Source of Data

The data above was collected through some sources as follow :

- a. Eight Pre-service English teachers who take teaching practice
- b. Four English teachers, who handle the pre-service student in school

E. Techniques of Data Collection

The technique of data collection that the writer uses are :

1. Questionnaires

Researcher collected data using questionnaires by distributing questionnaires to pre-service English teachers in SMK Bina Banua and SMP Nadhatul Ulama . Researcher distributed questionnaires to eight pre-service English teachers . The researcher made a questionnaire with 18 questions. The questionnaire consists of 7 aspects that researcher want to find out, namely (1) Knowledge of learning material (2) General pedagogic knowledge (3)

Knowledge of curriculum, (4) Knowledge of pedagogical content, (5) Knowledge of students and their characteristics, (6) Knowledge of the learning context and (7) Knowledge of the purpose, values and philosophy of learning. The researcher distributes a questionnaire to students on July 29th 2019, and asked the pre-ervice students to collected again on August 1st 2019.

2. Interview

The researcher conducted the interview by asking some questions to the pre-service English teachers and teachers. Before conducting the interview, the researcher made several lists of questions conducting structured interviews with reference to interview guidelines so that informers could answer questions fully and in accordance with reality. The function of interview in this research is use for collecting data, because the research wants to investigate the pre-service English teachers and teachers perception about pedagogical content knowledge.

3. Observation

In observation was used to observe how the pre-service students use pedagogical content knowledge in their teaching practice whether they really use it or not. The researcher observed all activities the pre-service English teachers did in the classroom while they were teaching, analysis and conclusion about the observation. Total observation that was carried out by researcher was 3 weeks for two schools. The observation was started from July 26, 2019 to August 10, 2019, the researcher conducted the observation for 4 times in every class.

F. Analysis

According to Milles and Huberman, analysis of organized data on the site confirms that the columns in a time matrix are arranged with time periods, in the order of stages, so that it can be seen when certain symptoms occur. The basic principle is chronology. To

present data to be easily understood, the data analysis steps used in this study are interactive Model Analysis from Milles and Huberman, which divides the steps in analyzing data with several parts, namely data collecting, data reduction, data display and, conclusion.

1. Data collecting

In the analysis of the first model data collection was conducted on interviews, observation, and various documents based on categorization that was in accordance with the research problems which then develop sharpening data through subsequent data searches. Researcher used questionnaire, interview and observation to collect all of the data.

2. Data reduction

Data reduction was a form of analysis that researcher should sharpen, sort, focused, discard and organized the data in such way that final conclusion could be drawn and verified. In this research, after collecting both main data and additional data, the researcher should sharpen, sorts, focused, discard and organized the data up leaving the requirement data only.

Researchers divide data based on their individual needs. For example, which data is used to answer pre-service English teachers' perceptions about their pedagogical content knowledge and teacher perceptions about pedagogical content knowledge of pre-service English teachers, and data to determine differences perceptions between pre-service English teacher and English teacher. The data obtained by researchers in the form of raw data so that researchers separate the data in advance based on their needs.

3. Data display

Data display was a form of analysis that describes what is happening in the natural setting so that it finally could be helped the researcher to draw a conclusion. In this research, data was displayed in form of voice recorded which has already transcribed. As the

previous process, it was based on the formulation of the problems of research. The form of data that usually used in data display was in form of narrative text.

At this stage, the researcher presents data that already exists. Researchers present the questionnaire into figure and narrative forms and for observation and , interviews into narrative forms.

4. Conclusion drawing

The conclusion is the final step of analyzing data in research. In the context of research, after the data is displayed, conclusions are drawn. At this stage the researcher draws conclusions from the data obtained so that the data can answer the research questions above.

Researchers analyzed data based on Miles and Huberman's explanation. In this study researchers collected data by observation, interviews, and documentation. To find out pre-service English teachers' perception about their pedagogical content knowledge, researcher collect data through questionnaire, interview and observation. Through these questionnaire, interview and observations, researchers see firsthand how pre-service English teachers' perception about pedagogical content knowledge while they were teaching. To find out how English teachers' perception about pedagogical content knowledge of pre-service English teachers, the researcher collect data through interview. To find out difference perception between pre-service English teachers and English teacher about pedagogical content knowledge, the researcher collect data through interview.