

CHAPTER III

RESEACH METHOD

A. Research Design

The researcher chose qualitative approach for this research because the data were descriptive in the forms of written and spoken. Furthermore, the technique was adaptive and sensitive to be applied. There was four things which have to concern in researching; scientific way, data, purpose and utility. According to Creswell (2008), research is a process of steps used to collect and analyze information to increase our understanding of a topic or an issue which consisted of three steps: pose a question, collect data to answer the question and present an answer to the question (Herdiansyah, 2012, p. 2).

Qualitative research involves the studied use and collection of a variety of empirical materials-case study, personal experience introspective, life story, interview, observational, historical, interactional, and visual texts that describe routine and problematic moments and meaning in individual lives. On the other hand, according to Banister et al (1994) qualitative research is a method to find and give imaging of a phenomenon, to explore phenomenon, to give explanation from the phenomenon which is observed (Herdiansyah, 2012, p. 8).

Qualitative research is concerned with the description and explanation of phenomenon as they occur in routine, ordinary, natural environment; the researcher can approach the data in different frame and mind; and it is emphasized in rich descriptive and subjective character of data which is produced by using data collective techniques.

The results of the research emphasize more toward the data interpretation found in the field. The results are not written in the form of figures and tables with statistical measures, but it is illustrated in the form of describing words to the results and it is presented in narrative.

B. Research Setting

This research held in teaching practice 1 class at Antasari Islamic State University. This research held in micro teaching because researcher believes that micro teaching is like basic. It is a preparation stage before Pre-Sercive Teacher in UIN Antasari move to the next stage in real school life. In micro teaching supervisor will always be in classroom watching Pre-Sercive Teachers' performance so it will be easier to see what supervisor will do in classroom.

Data collection was carried out on February 27th - April 1st, 2021. This data has been collected in the interview and documentary process because of the situation that occurred during the current pandemic, making observations

in class while doing teaching and practice was impossible so that researchers conducted the research through WhatsApp 1 Student for a day.

C. Subject

Subject of this research was Pre-Service Teachers in Micro Teaching because researcher took into Pre-Service Teachers' point of view whose are practiced teaching under the group of several Supervisors. The reason researcher chose Pre-Service Teachers as a subject because there are several of them so the more valid data get for the role of one supervisor than just statement of one Supervisor and also Pre-Service Teachers felt directly what Supervisors had done while doing his/her responsibility as Supervisor.

There are many supervisors at micro teaching because of that researcher will focus on 6 supervisors with criteria:

1. Lecturer in UIN Antasari Banjarmasin.
2. Graduated from a bachelor's program in English education
3. Has at least 3 year experiences as a lecturer.
4. Has at least 3 times experiences as a supervisor in micro teaching or teaching practice.

Every group has several students that Supervisor need to supervised so that this research had 23 students as respondents with details

1. 5 Students under Supervisor A
2. 4 Students under Supervisor B

3. 4 Students under Supervisorx C
4. 3 Students under Supervisor D
5. 3 Students under Supervisor E
6. 4 Students under Supervisor F

D. Data

In a qualitative research, source of primary data are the actions and the words and the source of additional data is the written data, documents such as written data, pictures, or statistical data (Moleong, 2005, p. 216). If the researcher used questionnaire or interview to collect the data, someone who responds or answers the researcher question is the source of data. If the researcher used observation to collect the data, the source of data is the movable thing or the process which is observed.

The source of data in this research is as follow:

1. The Pre-Sercive Teachers as people who is supervised by supervisor and directly fell how the supervisor was taking care of them.
2. Document from micro teaching, as a reference, guidance of supervisor's responsibilities and job.

E. Technique of Data Collection

The researcher used the descriptive method in this research, so in conducting this research the researcher did some ways to collect data, such as doing interview and documentation.

1. Documentation

Documentation is the investigation, collection, control, preservation, preparation, use and supply of documents, with a view to obtain description and enlightened knowledge and evidence, in this case, including the usefulness of archives and libraries. The documentation is used to support the data collection from observation and interview.

In this case, the researcher asked some documents to Micro Teaching team about Supervisors' job and obligation or technical instruction and also evaluation sheet of teaching practice.

2. Interview

Interview is one of the main ways of gathering information in an observational study. This is done by asking questions orally and the answers being stored in writing, through tape recordings, videos, or other electronic media (Mustari & Rahman, 2012, p. 55). The purpose of interviewing people is to find out what is in their mind, what they think or how they feel about something. The researcher, in this case, is as interviewer, gives question to the Pre-Service Teacher

about what supervisor has done and said to the Pre-Service Teacher when teaching practice is doing, takes note and provides prodding (dig for the deeper information). Interview consist of 12 question, due to the pandemic of covid-19 when the researcher conducted the research, in collecting data the researcher interacted via WhatsApp to the participants.

F. 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.

Sugiono in his book states that the analysis of qualitative data can be done through some stages. The researcher can begin with collecting and comparing the data, coding the data then begins to organize ideas which emerge from the data. For the next stage the researcher moves from description of what is the case to an explanation of why is the case, is the case. Miles and Huberman suggests that the process of data analysis involve three activities; data reduction, data display, and conclusion drawing or verification (Sugiono, 2013, p. 246).

1. Data Reduction

Data reduction can make unmanageable data become more manageable and easy to comprehend. It is process to select, focus, simply, and change, the data from the field. Choosing the case and in this case the researcher want to know the role of supervisor in teaching practice, deciding research question and determining instrument of data collection are the earlier stages in data reduction. After the data collected from class, next all the data that the researcher will get from observe the supervisor's act while activity will be categorized based on compatibility with the characteristics of existing roles. The use of categorization can help to break the data down into manageable pieces.

2. Data Display

Data display is a process to present the data. After organizing and arranging the data into some classification, the researcher reports the data in words or narrative form. Data displays are used to analyze the data which were taken from the data collection. The result of data display showed the real data. It was such as narrative text. As the second component in analyzing data, this technique is used for arranging the information, description, or narration to draw conclusion. By presenting data, the researcher considered what the

researcher should do. The researcher can analyze the other action based on researcher's understanding.

3. Conclusion Drawing

Conclusion is verified during the process analysis by rechecking the data, discussing with the information and other informant. After data were analyzed, the data were written as a report of research.

After doing data reduce and display data the next step was conclusion drawing or verification. This step made sure the truth data. The data had to be valid and can be responsible. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess the implication for the research question. Verification, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross check or verify these emergent conclusions.