

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used qualitative research and focused on pre-service teachers challenges in teaching English during the teaching practice. Taylor, Bogdan, & DeVault (2016, p. 7) stated qualitative research is the broadest sense to research that produces descriptive data whether it is people's own written or spoken words and observable behavior. Qualitative researchers collect the data through the examining documents, observing behavior, or interviewing participants (Creswell, 2009, p. 142). In qualitative research, the researcher begins the studies with only vaguely formulated research questions and the researcher eventually do not know what they are looking for or what will they ask to the subject until the researcher spent some times in a process of collecting data (Taylor, Bogdan, & DeVault, 2016, p. 8). Qualitative research helped the researcher entering the point of view of subjects' mind and could interact each other for findings the data.

The researcher chose a descriptive qualitative as a method. According to Kim et al (2017, p. 23) Qualitative descriptive research is generating the data that describe the 'who, what, and where of events or experiences' from a subjective perspective. A study in which the main focus is on description, rather than examining relationships or associations, is classified as a descriptive study. A descriptive study attempts systematically to describe a situation, problem,

phenomenon, service or programme, or provides information about, say, the living conditions of a community, or describes attitudes towards an issue (Kumar, 2011, p. 312).

B. Research Setting

The researcher chose UIN Antasari Banjarmasin which located in Banjarmasin, South Kalimantan as a place for this research. The researcher gathering the data in the month of March from 06th – 09th March 2022 in online and offline meeting with the participants.

C. Participant

The researcher used a purposive research sampling for selecting the participants. The researcher focused on the students of English Education Department UIN Antasari Banjarmasin or pre-service English teachers that have held teaching practice (PPL 2). Specifically, the process of selecting the sample for participating in this research is very important, because of that the researcher is focused on the eight semesters of six pre-service English teachers, the pre-service teachers that researcher chose were from two Islamic junior high schools and four Islamic senior high schools. The researcher knew they have experienced in teaching practice and have some difficulties or challenges and strategies in doing the teaching practice in online class situation.

Purposive sampling is the deliberate choice of participant due to the qualities the participant possesses. The participants must be proficient and well-informed about the topic that researcher took (Etikan, Musa, & Sunusi, 2016). The researcher used purposive sampling because the researcher needs the data

from pre-service teachers who already have taken teaching practice and also got the challenges and have the strategies during their teaching practice.

D. Data

Research data in qualitative research comes from many ways and sources, such as observation, interview, documents, and audio-visual materials (Creswell, 2009). Kabir (2016) stated two kinds of data sources, as follows:

1. Primary Data

Primary data is first hand data and it must be authentic, more reliable, and objective (p. 208). In other words, primary data is an original data that the researcher got from the process of the research. For getting the primary data in this research, the researcher used interview result from pre-service English teachers of English education Department in UIN Antasari Banjarmasin.

2. Secondary Data

Secondary data means the data has been published by someone else, it is useful for literature review or as evidence of our result (p. 273). The researcher used secondary data in this research which are they lesson plans to make their statement in interview results are stronger and if the results of this research need some explanations or some theories in it, the researcher used explanation from the experts.

E. Technique of Data Collection

In qualitative research, Creswell (2009) in his book stated data collection procedures contain setting the boundaries for the research, collecting the information through the plan in observations and interviews as well as

establishing the protocol for taking notes the information. For this research, the researcher used interview and documentation for collecting the data that researcher needs.

1. Interview

Interview is one of the collection data that involves verbal communication between the researcher and participant, usually this one thing is used in survey designs and exploratory and descriptive studies (Fox, 2009, p. 4). For this research, the researcher used interview to get the information from the participant.

Fox (2009, p. 4) in his article stated there are three kinds of interview, they are; structured, semi-structured, and unstructured. For this research, the researcher used semi-structured interview to the participant, the researcher had a list of question, but the researcher is still be able to add other questions if the answer did not satisfy the researcher. The researcher did the face to face and non-face to face interview due to the distance of the place between the researcher and the interviewee. The interviews were held in a WhatsApp video call and face to face interviews.

2. Documentation

Document analysis is a method that is used for reviewing the documents that related to the research, it requires the data to be examined and interpreted in order to get understanding and support the research (Bowen, 2009, p. 27). The documents may be public documents such as journal and articles, official reports or private documents include personal journal, and letters.

For this research, the researcher used their lesson plans when they did the teaching practice. Through those documentations, the researcher could be able to match the result of interview session in getting the more validity of the research.

F. Data Analysis

After collecting data from the interview, the data needs to be analyzed. The data from the interview put into some narrative text. To analyze the interview, the researcher firstly transcribed the interview into words. After that, they were interpreted, coded, and described in such a way.

In this research, the researcher analyzed the data using the three concurrent flows from (Miles & Huberman, 1994), as follows:

1. Data Reduction

Data reduction is the process of summarizing and transforming the data that has been collected to the final report. In the process of data reduction, the data is sharpening, sorting, focusing, reducing, and organizing to find the final conclusions that could be drawn and verified. In this research, the researcher transcribed the interview result directly from the participants and summarizing it to make the researcher easier analyze the data that appropriate with the research questions.

2. Data Display

Data display is used to present the data that has been reduced in the first step, it can be described in graphs, charts, and tables. This has to be done to make it accessible and easier to understand the data and giving the possibility for

drawing the conclusion. In this research, the data is displayed in narrative text for each participant and the researcher numbered it according to the list of interview questions.

3. Conclusion Drawing and Verification

For finding a good conclusion, the two steps above should be done nicely and it needs some verification before drawing the conclusion for the best result. In qualitative result, there is no final conclusion, it can change if there is a new theory or result about the problems. In this research, the researcher made the conclusion from the data display.