

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research on the confidence of pre-service English teachers, the researcher chose to use descriptive qualitative as a research method. The qualitative research method itself is a research method used to investigate, find, describe and explain social influences that cannot be explained, measured or described through quantitative methods (Saryono, 2010). While descriptive research is a method used to describe situations, circumstances, phenomena or events based on actual facts. Descriptive research method according to Nazir (2014) is a method in examining the status of a group of people, an object, a condition, a system of thought, or a class of events in the present with the aim of making a systematic, factual and accurate description, picture or painting regarding the facts, characteristics and relationships between the suspected phenomena. So the qualitative descriptive research method according to Sugiyono (2016) is a research method based on the philosophy of *postpositivism* that is used to examine objects naturally or intervene, in which the researcher acts as the key research instrument. Meanwhile, data collection techniques in this method are combined (for example, in this study researcher used data collection techniques in the form of interview and questionnaire). The data analysis itself is applied in a

qualitative form with the research results focusing on meaning rather than generalizations.

Researcher used this method for several reasons. Because the topic of this research itself is the confidence of pre-service English teachers which focuses on how to develop the characteristics of pre-service English teachers who have different patterns of behavior and traits, of course this has different effects or results. Due to the dissimilarity of the results for each individual, these then produce theories that are inaccurate, inaccurate, incorrect or biased. Apart from that, from the problems that arise, to complete the research question, this research requires exploration and description of phenomena that occur in a particular object. From the characteristics of the results of this study, Morse (1991) said that these problems were characteristics of the qualitative method.

B. Research Setting

This research was conducted at UIN Antasari Banjarmasin. The university is located on Ahmad Yani Street in Banjarmasin, South Kalimantan. Research was conducted on pre-service English Teachers who had carried out practical field experience (PPL II). The reason why the researcher chose pre-service English teachers in English Education Department of UIN Antasari Banjarmasin was because the researcher found that many pre-service teachers experienced problems due to their lack of confidence in teaching English.

C. Participants

For the research subjects in this study, the researcher selected 8 pre-service English teachers at UIN Antasari Banjarmasin who had carried out PPL II, which is also called the Field Experience Program. PPL is a mandatory program for the department of teacher training which is carried out to train the readiness of teacher education students or pre-service teachers in teaching school students directly.

The researcher chose pre-service English teachers as participants so that researcher was able to explore and collect data about their feelings, causes and experiences regarding self-confidence as pre-service English teachers with the hope of being able to help other pre-service English teachers to gain confidence in teaching.

D. Data

In the data collection stage, the researcher conducted interviews with pre-service English teachers who had conducted their PPL, then gave an open questionnaire to obtain information about their feelings, suggestions and opinions regarding self-confidence when teaching English with English learners in real-time teaching. With these data, researcher can find out what factors can affect self-confidence and how to increase their confidence as pre-service English teachers in the future.

E. The Technique of Data Collection

In this study, researcher used interview and questionnaires to collect research data.

1. Interview

The process of collecting data that researcher did was interview. Kriyanto (2020) interviews are conversations between researchers (researchers seeking information) and informants. So interviews are one way for researchers to obtain data or information from research subjects with certain problems.

2. Open-ended Questionnaire

In this study, researcher used an open-ended questionnaire to collect research data from respondents. Arikuto (2010) defines an open-ended questionnaire as a list of questions used in research by providing opportunities for respondents to answer in their own sentences.

F. Data Analysis

After conducted research to collect data, the information obtained must be organized as well as possible and thought out. For qualitative research, the data obtained focuses on the meaning of the research objectives being conducted.

In this study, researchers used the theory of Miles and Huberman (1994) to carry out data analysis, with the following stages:

1. Data Reduction

The first thing to do after collecting research data is the data reduction process. Data reduction is a process of focusing, simplifying, abstracting and transforming what appears in field notes or transcriptions. In this stage, researcher analyzed and selected data obtained from pre-service teachers during the research. The researcher then summarized and grouped them into several points; in this case the researcher grouped the factors that influence pre-service teachers' confidence and the strategies they use to increase their confidence in teaching English, so that researcher can get systematic conclusions.

2. Data Display

The second step after the reduction process is data display. Structuring the appearance of this data serves to collect information that has been organized into a unit so that researchers are able to draw conclusions and take action. In this research, researchers will compile a display of data obtained from pre-service teachers in matrix form to organize the data that has been collected and analyzed. The researcher sorted data into a modified questionnaire table regarding the factors and strategies that influence the confidence of pre-service teachers in teaching English.

3. Conclusion Drawing and Verification

The final process of the research is drawing conclusions and verification. Conclusion is the core of the research, all research questions will generally be answered in the conclusion section. While verification is the process of testing the truth, possibility and robustness of research. A research must be tested for its validity, it must not be written carelessly and deviate from the truth. Researcher draws conclusions from data that has been collected from interviews and questionnaires from pre-service English teachers. This conclusion includes the final results of the factors proven to influence self-confidence of pre-service teachers in teaching English and also the strategies used by pre-service English teachers to overcome these problems.