

CHAPTER III

METHODOLOGY

This chapter provides the design of the study, participants and context of the study, data collection and data analysis of the study.

3.1 Research Design

This qualitative study applied the narrative approach (Brown, 2006). Narrative research collects and analyses people's stories to describe experiences and offer an interpretation. It assessed pre-service teachers' perceptions of mentoring assistance during field teaching practice. In qualitative research, reflexivity is used as researchers consider how their role in the study, as well as their personal background, culture, and experiences, have the potential to shape their interpretations, such as the themes they advance and the meaning they ascribe to the data (Creswell, 2014). The narrative study method was applied in this study to investigate pre-service teachers' perceptions of mentoring during field teaching practice.

3.2 Participants and Setting

This study involved ten EFL pre-service teachers who had completed teaching practice. The recruitment is based on inclusion criteria, such as having mentors during field teaching practice. There are five females and five males among the participants. The age range of participants is 20-21 years old. All participants agreed to participate in this study: Their profiles are pseudonyms.

Table 3.1 Participants' Profile

Participants	Gender	Age	Semester	Assigned School Level
P1	Female	20	6	Senoir High School
P2	Female	20	6	Senoir High School
P3	Female	21	6	Senoir High School
P4	Female	21	6	Junior High School
P5	Female	20	6	Junior High School
P6	Male	21	6	Junior High School
P7	Male	20	6	Senoir High School
P8	Male	21	6	Senoir High School
P9	Male	20	6	Senoir High School
P10	Male	21	6	Junior High School

3.3 Data Collection

This study applied written reflections created with Google Forms and distributed online via WhatsApp groups to elicit EFL pre-service teachers' perceptions of mentoring support during field teaching practice. Written reflection refers to a written story template with questions and blank spaces for participants to fill in their answers and responses (Barkhuizen, Benson & Chik, 2014). The reason why this study used online reflection (using Google form) is to make it easy for all participants to pour down their mentoring support experiences whenever they have free time and to make them not hesitate to tell their stories

dealing with experiences they encountered during their teaching at school as pre-service teachers.

The data was gathered through several procedures. First, the researcher provided reflection guidelines in Google form dealing with experiences as EFL pre-service teachers. Once it was validated by the supervisors, the form was distributed to all of the participants via personal chat on WhatsApp. The participants were expected to submit their reflections about two weeks after the participants agreed to fill them out. After the participants had finished filling out the reflections, the researcher understood and translated the results of the reflection into English. After seeing and analyzing all the answers from the participants, it turned out that more answers were needed from the participants, so the researcher decided to take the data back through open-ended questions.

3.4 Instrumentation

Written reflections are designed in a Google Form so that participants can see their responses. What is proposed in the reflection is about the perception of pre-service teachers towards mentors. There are 8 questions put in Google Form , namely exploring pre-service teachers experiences during the first week of practicum, the second week 2 and so on. The Google Form was distributed via the WhatsApp application. The researcher checked and analyzed the data after the participants had answered and responded to the questions. Based on students' reflections and the semi-structured interview results, data collected using Microsoft Excel to arrange the questions that contain participant responses (P1-P10).

3.5 Data Analysis

To analyze the data, this study used a thematic analysis method for identifying, analyzing, and reporting patterns (themes) based on the discussion by Braun and Clarke (2006) in their paper. The researcher chose the thematic analysis method because it is flexible in determining themes. The researcher also followed the six steps based on the research described by Braun and Clarke (2006). First, the researcher familiarized the data through repeated reading, looking for meaning, and understanding data from repeated reading processes. Second, the researcher generated the initial code. Through the results of repeated reading, the researcher sort out the important and interesting points from the data reflection of the participants. Third, after finding some interesting and important topics, the researcher started to look for themes.

The process of coding and analyzing data is highly iterative, often involving in-progress self-correction (Morse, Barrett, Mayan, Olson, & Spiers, 2002) and meticulous investigator triangulation (Golafshani, 2003; Johnson, 1997). For coding and data analysis, research on mentoring support refers to the theoretical framework used by Nora and Crips (2007). Nora and Crips (2007) divides mentoring support into four constructs. First, psychological/emotional support which encompasses a sense of listening, providing moral support, identifying problems and providing encouragement. The second facet focuses on the establishment of a supportive relationship in which there is mutual understanding and a link between the student and the mentor. Second, goal setting and career paths which underlying notion that mentoring includes an assessment

of the student's strengths/weaknesses and abilities and assistance with setting academic/career goals and decision making. Third, academic subject knowledge support which centers on the acquisition of necessary skills and knowledge, on educating, evaluating, and challenging the mentee academically. Lastly, role models which concentrates on the ability of the mentee to learn from the mentor's present and past actions and achievements/failures.



Participant	Raw Data	Coding	Categorization	Theme & Interpretation	Theme
P1	Tentunya saya mengharapkan kerjasama yg baik dengan guru pamong ditempat saya PLP II. Selain itu saya juga berharap semoga guru pamong tersebut bisa membimbing saya dengan baik selama menjalankan program PLP II.	saya mengharapkan kerjasama yg baik dengan guru pamong ditempat saya PLP II. Selain itu saya juga berharap semoga guru pamong tersebut bisa membimbing saya dengan baik selama menjalankan program PLP II.	Colaboration, guidance.	P1 Acnowledgment Expectation of collaborative teacher	Role Model
P2	Sebelum turun ke sekolah dukungan yang saya harapkan dari guru pamong adalah beliau bisa membantu saya untuk mengenali karakter masing-masing siswa sehingga saya bisa mengetahui metode dan strategi seperti apa yang sesuai dengan para siswa. Kemudian saya juga berharap bisa membantu saya untuk memberikan solusi ketika menemukan problem dalam mengajar seperti kurangnya media pembelajaran yang dibutuhkan.	Sebelum turun ke sekolah dukungan yang saya harapkan dari guru pamong adalah beliau bisa membantu saya untuk mengenali karakter masing-masing siswa. Kemudian saya juga berharap bisa membantu saya untuk memberikan solusi ketika menemukan problem dalam mengajar seperti kurangnya media pembelajaran yang dibutuhkan.	Providing help and suggestion	P2 Acnowledgment Academic preparation	Goal Setting and career paths

Table 3.2 Example of Data Coding