

CHAPTER III

METHODOLOGY

This chapter presents the research paradigm and approaches used in this study by discussing the methodology. This chapter begins with a discussion of research design, elaboration of the field teaching practice program, setting, justification for the participants recruitment, discussion of data collection methods, and elaboration of data analysis related to the instruments used.

3.1 Research Design

This study applied qualitative design (Creswell, 2016) to observe EFL pre-service teachers' perceptions of daily reflective journals. A descriptive qualitative study design is measured to be an appropriate approach to explain the EFL pre-service teachers' perceptions of the daily review journal during field teaching practice. In this study, researcher examines the perceptions of on-duty EFL pre-service teachers regarding daily review journals during field teaching practice.

3.2 Setting

This research was conducted at one of the Islamic higher education institutions in Southeast Sulawesi, Indonesia and the participants have followed field teaching practice in the sixth semester of the academic year 2021/2022. They majored in the English education department. This research focused on how the

EFL pre-service teachers' perceptions of the daily reflective journals during field teaching practice.

3.3 Participants

The participants of this study were the students of the English education department who have followed field teaching practice in schools. The total of participants in this study is nine English pre-service teachers. There are six females and three males. The researcher selected participants through purposive sampling. The aim of using purposive sampling is for the researcher focused on specific characteristics of the population of interest, which allow a better answer for the research questions (Rai & Thapa, 2015). Participants have completed the field teaching practice program and have completed the daily reflective journal.

The participants recruitment process was based on the closeness of the researcher with them as their seniors in the English Education department. The relations are hoped to be able to allow the researcher to access their perceptions of writing the daily reflective journal during the field teaching practice. The participants' ages ranged from 20 to 21 years old. Therefore, the researcher chose them to be participants in this present study. Participants were recruited based on what they could provide a lot of information related to the experience of writing daily reflective journals. Participants recruitment has begun by asking about their willingness to be involved as participants. After students agreed, all participants were invited to join a WhatsApp group. The final number participants for this

study is nine participants who were selected based on the above selection process, and their names are disguised as follows.

Table. 3.1 Participants' Profile

Participants'	Gender	Age	Semester	Daily Reflective Journal	Total Word Count
SSW	Female	21	7	37	5226
ASA	Female	22	7	35	2124
WF	Female	22	7	45	4714
SRS	Female	21	7	39	4689
TW	Male	21	7	43	5113
RK	Female	21	7	45	4034
LD	Female	22	7	45	4003
AYAK	Male	21	7	44	5112
IMS	Male	21	7	45	4876

3.4 Data Collection

In getting the data, the researcher used a few steps. The data were collected using written reflections (Barkhuizen, Benso & Chik, 2013), which spread through Google form in files form each of the participants along with a set of questions. Second, after several days, the participants answered and responded to the list of questions in written reflections. Afterward, all the data are precise. The

further stage is coding the data. In order to facilitate coding the data, the researcher used Microsoft Excel to collect the data. The data organize per question (Q1-Q4) that contains (P1-P9) participants' responses. The next stage is categorized into several themes.

3.5 Instrumentation

In acquiring the data, this study applies written reflections (Barkhuizen, Benso & Chik, 2013) using Google Forms that were distributed on WhatsApp group to elicit pre-service teachers' perceptions of daily reflective journal use for teacher development. Written reflection is a written story template consisting of questions and blank spaces where participants write their responses on Google form (Barkhuizen, 2014). Written reflection (Barkhuizen, Benso & Chik, 2013) was used to see what students experienced while filling out the daily reflective journal. The reflection sheet shared by Google Forms, this type of instrument allows participants to freely express their thoughts and ideas by writing them down on the reflection sheet, allowing researchers to gather rich and detailed data descriptions.

3.6 Data Analysis

To find out the EFL pre-service teachers' perceptions of daily reflective journals, this study applied thematic analysis (Braun & Clarke, 2006) data categorized based on pre-service teachers' personal development theory and teacher professional development theory (Moon, 2006). The thematic method

researchers used to understand the perceptions of pre-service teachers on the use of daily reflective journals on teachers' development. Researchers read participant reflection data carefully and repeatedly with the aim of understanding and simplifying the coding process. The gathered data was analyzed qualitatively. The researcher analyzed the data from pre-service teachers' responses in reflection that were filled out by participants. The data collection phase started after the participants filled out the reflection questions through a Google Form. The researcher distributes the reflection questions using WhatsApp, and then asks the participants to fill it. The next step was coded the data. The researcher used thematic coding (thematic analysis). Thematic coding is a method of analyzing data to identify patterns or find themes based on data collected through research (Braun & Clarke, 2006). Pre-service teachers' reflection is read and categorized by researcher using different colors and label. The data was coded using four colors. **Blue** tells the Well-preparedness Teacher, **Green** tells Reflective Thinking, **Purple** tells the Professional Teacher, and **Orange** tells Self-confidence. The example of the data is as follows:

Table. 3.2 Example of Data Coding

Name	Raw Data	Coding	Categorization	Theme & Interpretation	Theme
PS1	Penggunaan daily reflective journal sebenarnya memiliki keunggulan tersendiri jika digunakan sebelum kegiatan atau persiapan sebelum kegiatan mengajar, walau saya jarang menggunakan ini. Saya pernah sekali menggunakannya sebelum melakukan pengajaran di kelas selama kegiatan pengenalan lapangan. <i>Saya berpendapat penggunaan daily reflective journal bisa di gunakan untuk memetakan dan mempersiapkan materi dengan baik dengan melihat kurang lebihnya kegiatan yang telah di lakukan sebelumnya dengan menganalisis refleksi harian yang dibuat.</i>	<i>Saya berpendapat penggunaan daily reflective journal bisa di gunakan untuk memetakan dan mempersiapkan materi dengan baik dengan melihat kurang lebihnya kegiatan yang telah di lakukan sebelumnya dengan menganalisis refleksi harian yang dibuat.</i>	Critical observation teacher (COT)	Well-preparedness teacher: PS1 By using daily reflection, students become aware of the shortcomings that have been made and then correct them in the next class so that learning will be better from day to day	Pre-Service Teachers' Personal Development
PS5	<i>Ya, daily reflective journal membangun kesadaran akan reflective thinking karena dengan itu akan timbul self-plan untuk mengajar dihari-hari berikutnya.</i>	<i>Ya, daily reflective journal membangun kesadaran akan reflective thinking karena dengan itu akan timbul self-plan untuk mengajar dihari-hari berikutnya.</i>	Self-evaluation (SE)	Reflective thinking: PS5 By writing daily reflective journals, he becomes able to self-plan for the next teaching activity and the problems that occur do not keep repeating themselves.	Pre-Service Teachers' Personal Development
PS5	<i>Ya sangat setuju, daily reflective journal sangat membantu saya untuk membangun sikap professional selama mengajar karena dengan refleksi itu akan timbul atensi untuk memperbaiki setiap kesalahan-kesalahan dan keprofesionalitas saya selama mengajar.</i>	<i>Ya sangat setuju, daily reflective journal sangat membantu saya untuk membangun sikap professional selama mengajar karena dengan refleksi itu akan timbul atensi untuk memperbaiki setiap kesalahan-kesalahan dan keprofesionalitas saya selama mengajar.</i>	Self-evaluation (SE)	Professional teacher: PS5 daily reflective journal writing activities help pre-service teachers see the shortcomings made during teaching practice and can improve them in the next class and become a more professional teacher.	Pre-Service Teachers' Personal Development
PS4	<i>Selama menulis daily reflective journal ini, kecemasan saya sedikit berkurang, karena saya menjadikan tempat curhat, sehingga semua kecemasan dalam diri menjadi berkurang.</i>	<i>Selama menulis daily reflective journal ini, kecemasan saya sedikit berkurang, karena saya menjadikan tempat curhat, sehingga semua kecemasan dalam diri menjadi berkurang.</i>	Anxiety (A)	Self-confidence: PS2 participants stated that writing daily reflective journals reduces anxiety during teaching practice by having devoted all their thoughts to the reflections they write.	Pre-Service Teachers' Personal Development