

CHAPTER III

METHODOLOGY

This chapter presents the research paradigm and approach used in this research by discussing the methodology and the context in which the research occurs. This chapter begins with a discussion of the research design, a description of the experience of EFL pre-service teachers teaching English to the community as well as justification for participant selection, the restatement of research questions, a discussion of data collection methods, and an elaboration of data analysis related to the instruments, and this chapter ends with closing remarks.

3.1 Research Design

Qualitative research methods are used to find answers to these research questions. Qualitative research refers to studies that investigate the quality of relationships, activities, situations, or materials (Fraenkel & Wallen, 2013). It collects data using observation, reflection, interviews, or documentation (Sugiyono, 2017). Qualitative research design is considered an appropriate approach to describe this context (Cresswell, 2010); researchers tried to investigate the experiences of EFL pre-service teachers teaching the community during the COVID-19 pandemic.

This study uses a narrative design. Narrative studies (Clandinin & Connelly, 2000) reveal individual experiences that are told, through stories of their experiences, including discussions about the meaning of experiences for these individuals (James et al., 2011). This narrative design explores the experiences of pre-service teachers currently studying at a university in Southeast Sulawesi, Indonesia, who teach English to the public during the COVID-19 pandemic.

3.2 Setting and Context

The research was conducted on pre-service teachers who participated in field teaching practices in the sixth semester of the 2020/2021 academic year. They majored in English Education at one of Islamic Higher Education in Southeast Sulawesi, Indonesia. This study focuses on the teaching experience of EFL pre-service teachers. The participants of this study conducted their teaching during field teaching practice in the community because the current circumstances did not allow them to practice teaching in schools. After all, the school in their location was closed during the pandemic.

The context of this study refers to four participants of EFL pre-service teachers who teach English learning community in various communities. The first and second communities involved 15 students with an age range of 7-15 years. These two communities are in the same area, but they are divided into two groups, namely Groups A and B. Three pre-service EFL teachers teach alternately in the two communities. Then, the third community involved five students in their community because the fourth pre-service teacher lived in the red zone area. Thus, participants should limit the number of students involved in the learning community to 45 days.

Furthermore, based on the results of observations before carrying out the learning process, the condition of students involved in the English learning community is known. The condition of the students, in this case, refers to their ability related to the English language. The student's English skills are still very basic because they are just getting to know and start learning English at Elementary and junior high school levels. So, in this project, pre-service teachers

use basic materials such as nouns and adjectives and vocabulary around their environment in the learning process. Next, the attitude of students in the English community must be given more motivation and more frequent advice to learn even better.

3.3 Participants Selection

The participants of this study involved students from English Education Department who participated in teaching practice in the field to the community. The number of participants in this study was four pre-service English teachers. Participants in this study were selected based on two categories. Firstly, they do teaching practice (PLP) or service learning, and secondly, they create an English learning community around their domicile area during the service-learning program, which lasts 45 days. Researchers have asked participants to agree that their identities and information have been disguised as confidential. The age of the participants ranged from 20-21 years. They carried out several activities during the field teaching practice for the community.

Table 3.1 Participants' Profile

Participant	Gender	Age	Semester
CV	Female	20	6
AN	Female	21	6
TR	Female	21	6
HF	Female	20	6

3.4 Data Collection

Data collection is done by sorting out answers appropriate to the researcher's needs. In analyzing the data, it used steps proposed by Creswell which are: (1) collecting data, (2) preparing data for analysis, (3) reading through the data, (4) coding the data, (5) and coding the text for themes and description to be used in the research paper (Creswell, 2010).

Data was collected by written reflection (Barkhuizen et al., 2013) in Google form. First, written reflections are spread through Google Forms and shared using WhatsApp. Then, the participants fill in and answer the questions. For the unclear data, the researcher used the semi-interview method (Adams, 2015) as the next step to obtain more detailed and accurate information. During the interview, the researcher used a recorder to record the answer to the interview. The recording is used to repeatedly listen to the interview result and make the interview transcript (Janesick, 2004).

Furthermore, after all the data from the three participants were collected, it was processed by transcribing all the data from the participants completely according to their stories without any additions and subtractions from the researcher. Then, the results of the data processing are analyzed based on the themes that have been identified through an inductive approach. Thematic text analysis (Widodo, 2014) was used to examine participant narratives regarding the experience of teaching English to the community during the COVID-19 pandemic. Data from reflection were categorized by looking for the relationship between each lexis that composes sentences into important information. After the data becomes clear, the further stage is the researcher coding the data (Saldana,

2021). The final stage of the research describes the information from the data obtained narratively (Supiani et al., 2020).

3.5 Instrumentation

In gathering the data, the researcher applied written reflections and semi-structured interviews as the instruments. Writing reflections integrates storytelling and research by using stories as survey data or storytelling as a tool for analyzing data or presenting results (Barkhuizen et al., 2013). The interview is a different instrument to gather the data in this research if there is a need for more detailed data from participants' reflections. The interview adopts a semi-structured interview technique which utilizes the question guideline but allows the interviewer to give clarification and elaboration based on the question. The method allows the researcher to collect open-ended data to explore EFL pre-service teacher experiences of teaching English in the community during the COVID-19 pandemic.

3.6 Data Analysis

This study uses thematic analysis to explore the experience of EFL pre-service teachers in teaching English to the community during the COVID-19 pandemic (Braun & Clarke, 2006). The thematic analysis provides a valuable and customizable exploratory instrument that may provide rich and precise information. The data analysis process begins after participants answer the reflection given. The researcher analyzed the student experience data from the themes that emerged from the students' answers—coding the data in Microsoft Excel and sorting the questions in code (Q1Q2) and answers from participant code (P1P2). Each participant answered that they had the same theme and color code.

Then, the data obtained from the instrument was analyzed by summarizing the main points to code the data using thematic analysis (Joffe, 2011; Guest et al., 2012). Each participant answered who had the same theme with the same color code (Bian et al., 2014)—and combined these themes using thematic concepts (Spencer et al., 2014). Then, all data is stored in a document that can be read and reviewed repeatedly for identification via code. Then, it can be classified into several themes to be described in a narrative.

The themes used are Trends and Community learning during COVID-19, the Emotional Feeling of Teaching English in the Community during Covid-19, Major contributions in the field, Teaching in Response to Challenges, and The Advantages of teaching English to the community. The researcher read and categorized pre-service teacher reflections using five colors and labels. For the record, the researcher uses the abbreviation PS in the table to show the meaning of the participants, namely pre-service teachers. Some of the colors used for themes in coding the data include (1) Red for Trends and Community learning during COVID-19, (2) Green for the Emotional Feeling of Teaching English in the Community during Covid-19, (3) Blue for Major contribution to the field, (4) Yellow for Teaching in response to Challenges, (5) Grey for The Advantages of teaching English to the community, Below is an example of the data as follows:

Table 3.2: Example of data Coding

Name	Raw Data	Coding	Categorization	Theme & Interpretation	Theme
PS1	<p>Di awal tahun 2020 muncul sebuah virus yang bernama Covid-19. Adanya virus tersebut membuat berbagai bidang mengalami dampak negatif. Khususnya pada bidang pendidikan, saat pemerintah mengeluarkan keputusan (social distancing) semua pelajar diliburkan untuk menghentikan penyebaran Covid-19. Pada saat kami akan melakukan PPL, kampus mengumumkan bahwa PPL bisa dilakukan dengan 2 cara, yaitu PPL di sekolah yang masih terbuka atau PPL mandiri dengan membuat kelompok belajar berskala kecil. Saya kesulitan menemukan sekolah yang masih terbuka, karna sekolah yang terdekat dari lokasi saya semuanya tutup. Jadi saya memutuskan untuk membuat kelompok belajar bahasa Inggris di salah satu kampung teman kelas saya. Di hari pertama, saya dan teman saya melakukan observasi tempat untuk melakukan pembelajaran sekaligus meminta izin kepada Bapak Kepala Desa. Kami juga meminta izin kepada Kepala Sekolah SDN 06 Andoolo. Pesan dari Kepala Desa dan Kepala Sekolah adalah agar kami selalu memperhatikan protokol kesehatan pada saat kami melakukan PPL.</p>	<p>Saya kesulitan menemukan sekolah yang masih terbuka, karna sekolah yang terdekat dari lokasi saya semuanya tutup. Jadi saya memutuskan untuk membuat kelompok belajar bahasa Inggris di salah satu kampung teman kelas saya. Di hari pertama, saya dan teman saya melakukan observasi tempat untuk melakukan pembelajaran sekaligus meminta izin kepada Bapak Kepala Desa. Kami juga meminta izin kepada Kepala Sekolah SDN 06 Andoolo. Pesan dari Kepala Desa dan Kepala Sekolah adalah agar kami selalu memperhatikan protokol kesehatan pada saat kami melakukan PPL.</p>	<p>Pre-service teachers learn to make their own activities</p>	<p>Matching Condition with settings.</p> <p>Acknowledgement PS1:Choose to create or form an English learning community because of the difficulty in finding a school to teach.</p>	<p>Trends and Community learning during COVID-19</p>

PS2	<p>Saya sangat senang dan gembira pada saat saya mengajar mereka, karena minat mereka sangat besar dan semangat untuk belajar. Pada saat di dalam kelas, mereka tenang dan dengan baik mendengarkan materi yang kami berikan. Di hari pertama mereka masih gerogi dan malu-malu menjawab pertanyaan dari kami. Tetapi di hari selanjutnya mereka sangat bersemangat dan tidak malu-malu lagi. Mereka tidak malu untuk bertanya ketika mereka tidak memahami apa yang telah dijelaskan dan juga mereka berani untuk menjawab pertanyaan yang kami berikan walaupun jawaban mereka kurang tepat ataupun salah. Pada saat saya memberikan pertanyaan, saya menyiapkan hadiah kecil untuk mereka yang menjawab pertanyaan dengan benar. Mereka sangat senang dan bersemangat saat kegiatan tersebut. Apalagi, kalau saya memberikan ice breaking dan bermain games.</p>	<p>Saya sangat senang dan gembira pada saat saya mengajar mereka, karena minat mereka sangat besar dan semangat untuk belajar. Pada saat di dalam kelas, mereka tenang dan dengan baik mendengarkan materi yang kami berikan. Di hari pertama mereka masih gerogi dan malu-malu menjawab pertanyaan dari kami.</p>	feeling happy	<p>Positife Emotional.</p> <p>PS1:feel happy and excited while teaching the English community.</p>	<p>Emotional Feeling of Teaching English in Community during Covid-19</p>
PS3	<p>Kegiatan yang saya lakukan ketika membuat komunitas yang pertamatentu saja melakukan observasi seperti meminta iizin kepada aparat desa, kemudian memilih tempat yang akan di jadikan lokasi pembelajaran, yaitu yang saya lakukan di rumah saya, selanjutnya mempersiapkan bahan ajar seperti, membuat lesson plan, mencari materi yang sesuai tingkatan anak, dan mencari referensi di youtube dan juga mempersiapkan media pembelajaran yang tepat. selanjutnya pengajaran</p>	<p>Kegiatan yang saya lakukan ketika membuat komunitas yang pertamatentu saja melakukan observasi seperti meminta iizin kepada aparat desa, kemudian memilih tempat yang akan di jadikan lokasi pembelajaran, yaitu yang saya lakukan di rumah saya, selanjutnya mempersiapkan bahan ajar seperti, membuat lesson plan,</p>	<p>Activities: 1. observation 2.asking permission from village officials. 3.choose a place or location to be used for teaching</p>	<p>Preparing Teaching Activities.</p> <p>PS4:make observations and ask for permission then prepare a</p>	<p>Major contribution in the field</p>

	dilakukan ada yang 2 kali dan 1 kali dalam satu minggu. Dan jadwal ini mengikuti kesepakatan antara saya dan anak anak.	mencari materi yang sesuai tingkatan anak, dan mencari referensi di youtube dan juga mempersiapkan media pembelajaran yang tepat. selanjutnya pengajaran dilakukan ada yang 2 kali dan 1 kali dalam satu minggu. Dan jadwal ini mengikuti kesepakatan antara saya dan anak anak.	4.prepare teaching materials. 5. make lesson plan. 6.prepare learning media	place to teach teaching by making lesson plans later, preparing appropriate learning media	
PS4	Kendala saya pada saat itu adalah saya membuat kelompok belajar disaat bersamaan saya juga sedang mengerjakan tugas-tugas final saya. Saya cukup merasa kesulitan diamana saya harus membagi waktu saya untuk mempersiapkan materi ajaran saya disaat bersamaan saya juga harus mengerjakan tugas final, saya sempat merasa kurang fokus untuk melakukan keduanya secara bersamaan. Waktu yang kami gunakan untuk mengajar juga sangat terbatas karena tidak boleh berada diarea sekolah dengan waktu yang lama, kami juga pada saat itu tidak boleh kelihat berkerimun karena sekolah yang kami pinjam selalu dipantau jika ada aktifitas selama masa pandemic COVID-19.	Kendala saya pada saat itu adalah saya membuat kelompok belajar disaat bersamaan saya juga sedang mengerjakan tugas-tugas final saya. Saya cukup merasa kesulitan diamana saya harus membagi waktu saya untuk mempersiapkan materi ajaran saya disaat bersamaan saya juga harus mengerjakan tugas final, saya sempat merasa kurang fokus untuk melakukan keduanya secara bersamaan. Waktu yang kami gunakan untuk mengajar juga sangat terbatas karena tidak boleh berada diarea sekolah dengan waktu yang lama, kami juga pada saat itu tidak boleh kelihat	Obstacles: 1. readiness to teach 2. lack of focus 3. facilities	Readiness to teach in the community during covid PS2: admitted that the obstacles faced during community teaching were the lack of teaching readiness and lack of focus. The limited time of teaching. PS2: admitted that one of the obstacles faced was the limited time	Teaching in Response to Challanges

		berkerimun karena sekolah yang kami pinjam selalu dipantau jika ada aktifitas selama masa pandemic COVID-19.		because the PLP was only carried out for 45 days, or 5 meetings.	
PS4	Menurut saya manfaatnya adalah, partisipan/siswa yang sangat antusias dan lebih aktif karna mereka bersedia tanpa paksaan untuk mengikuti program ini, Tempat yang fleksibel. Komunitas kami belajar di rumah warga dan terkadang juga di rumah saya sendiri. Jadi, saya sebagai guru mncoba untuk menciptakan kenyamanan peserta didik saya dan mengikuti kemauan mereka untuk belajar di tempat yang mereka inginkan. Waktu yang flwksibel. Jadi, waktu mengajar kami yaitu mengikuti. Waktu luang partisipan yaitu setelah pulang sekolah pada siang hari. Waktu mengajar ini pun hanya 1 jam dan tidak mengganggu waktu velajar mengaji mereka.	Menurut saya manfaatnya adalah, partisipan/siswa yang sangat antusias dan lebih aktif karna mereka bersedia tanpa paksaan untuk mengikuti program ini, Tempat yang fleksibel. Komunitas kami belajar di rumah warga dan terkadang juga di rumah saya sendiri. Jadi, saya sebagai guru mncoba untuk menciptakan kenyamanan peserta didik saya dan mengikuti kemauan mereka untuk belajar di tempat yang mereka inginkan. Waktu yang flwksibel. Jadi, waktu mengajar kami yaitu mengikuti. Waktu luang partisipan yaitu setelah pulang sekolah pada siang hari. Waktu mengajar ini pun hanya 1 jam dan tidak mengganggu waktu velajar mengaji mereka.	Advantages: Students entusiasism	The Enthusiasm of the students in community PS4: the benefit of this community is that students are more enthusiastic in learning because it is a more flexible and relaxed place to study besides that the time is more flexible according to students' free time.	The Advantages of teaching english to community