

## **CHAPTER III**

### **METHODOLOGY**

This chapter discusses the research design, elaborates on the student's current education and field settings, and justifies the participants' selection. The instrument used data collection and data analysis.

#### **3.1 Research Design**

This study focuses on pre-service teachers' observational experiences with teaching media used in teaching English. The case study explains pre-services teacher experiences when conducting PLP 1 in several different schools in Kendari. As stated by Hatcher, McDonald, and Brainard (2018) that a case study is a story that places readers into the shoes of the protagonist to gain the experience of addressing a particular problem or issue. It means that a case study can give information and experience to the readers through data collection and resources.

This study uses qualitative research which method was used to collect the study result. Qualitative research involves systematically collecting, ordering, describing, and interpreting textual data generated from the talk, observation, or documentation (Kitto, Chesters, & Grbich, 2008). This study aimed to explore pre-service teacher observational experiences' during PLP 1. Therefore, this research aligns with Kitto et al. (2008), who state the interpretation of textual data generated from talks.

### **3.2 Setting and Context**

This study was conducted in English Education Department at one of the Islamic higher institutions in Southeast Sulawesi. This study focused on 13 students who passed Field Teaching Practice or Pengenalan Lingkup Persekolahan 1 (PLP 1) program as pre-service teachers. Field Teaching Practice or Pengenalan Lingkup Persekolahan 1 (PLP 1) is the first stage in introducing the school for the Bachelor of Education Program at the Faculty of Teacher Training and Education. In collecting data, the researcher collected data by transcription of a focus group discussion (FGD) video. There are 3 groups and each group consists of a different amount of students. Each student in the group talked individually about their observational results and experiences during PLP 1, including the type of teaching media used in the school that they observed for teaching English.

### **3.3 Participants**

This research involved 13 students majoring in English Education Department at an Islamic higher institution in South East Sulawesi. They are the pre-service teachers who completed the school Field Teaching Practice or Pengenalan Lingkup Persekolahan (PLP) 1. They were divided into several groups and assigned to junior high schools and senior high schools in South East Sulawesi. They had to observe how teachers teach in the actual class situation. They had to take notes to ensure they did not forget what they had observed, including the teaching media used in the classroom. Therefore, some of them who accurately observed the teaching media used in the classroom became the participants of this study.

Table 3.1 shows the profiles of research participants using pseudonyms and the abbreviation 'P' (Participant).

Table 3.1 Demographic Participants Profile

No.	Participant	Level of School	Observed Teacher	Kind of Teaching Media	Types of Teaching media
1	P1	Junior High School	1	Traditional	Textbook
2	P2	Junior High School	1	Traditional and Non-Traditional	Projector, laptop, smartphone, whiteboard, and textbook
3	P3	Junior High School	1	Traditional and Non-Traditional	Textbook and projector
4	P4	Senior High School	1	Traditional and Non-Traditional	Textbook and projector
5	P5	Senior High School	1	Traditional	Textbook and whiteboard
6	P6	Senior High School	1	Traditional	Textbook and whiteboard
7	P7	Senior High School	1	Traditional and Non-Traditional	Textbook and projector
8	P8	Senior High School	1	Traditional	Textbook and whiteboard
9	P9	Senior High School	1	Traditional and Non-Traditional	Textbook and projector
10	P10	Senior High School	1	Traditional and Non-Traditional	Youtube platform, projector, whiteboard, and textbook
11	P11	Senior High School	1	Traditional	Textbook
12	P12	Senior High School	3	Non-Traditional	Projector
13	P13	Senior High School	1	Non-Traditional	Projector

### 3.4 Instruments

The data for the study was collected using reflective Focused Group Discussion (FGD). The reflective Focused Group Discussion (FGD) includes observations on the field teaching experiences of EFL pre-service teachers, particularly their observations of the use of teaching media in English classrooms.

This study mainly uses reflective Focused Group Discussion (FGD) to collect the data. The question that was asked in the reflective FGD was "What types of teaching media are used by the teacher in teaching English in the classroom?" More precise data retrieval methods are required to obtain insight into participants' perceptions, comprehensions, and experiences to collect more precise data (Ryan, Coughlan & Cronin, 2009).

### 3.5 Data Collection

Reflective-focused group discussions are used as the data sources in this case study. To validate the data collection from the content of the pre-service teachers, the reflection of focused group discussion was used. The first step in the data collection was choosing the participant based on the researcher's established criteria. The researcher showed the demographic data of the participants.

Table 3.2 Demographic Data

No.	School of PLP 1	Gender		Age Range
		Female	Male	
1	Junior High School	2	1	19-21
2	Senior High School	7	3	19-21

After gathering all the participants, the researcher asked each to hold the FGD and request them to record their conversation. To give participants enough time, the FGD was last for one day. After that, the researcher asked for the recording result and transcribed that FGD recording video.

### 3.6 Data Analysis

This study uses qualitative data analysis. In qualitative research, thematic analysis and grounded theories are frequently used to identify themes and theoretical constructs (Terry, Terry, & Kirschbaum, 2013). Braun and Clarke (2022) also stated that the thematic analysis method could help researchers conceptual and design qualitative research.

In this study, the researcher examined the types of teaching media used in teaching English according to the pre-service teachers' observational experiences by adapting theory from traditional teaching media (Smaldino, 1999) and non-traditional teaching media (Eady & Lockyer, 2013). Table 3.3 shows theory analysis of types of teaching media.

Table 3.3 Theories Analysis of the Types of Teaching Media

Author(s)	Year	Type of Teaching Media	Description
James, Smaldino, Sharon, Lowther and Deborah	2011	Printed Materials and Display Surfaces.	Printed materials include textbooks, fiction and nonfiction books, booklets, pamphlets, study guides, manuals, and worksheets. Display surfaces such as chalkboards, multipurpose boards, copy boards, pegboards, bulletin boards, cloth boards, and magnetic boards.
Eady & Lockyer	2013	Digital Learning Resources	Digital learning resources include content and sometimes learning activities. They combine multimedia elements, including text, image, video

<b>Author(s)</b>	<b>Year</b>	<b>Type of Teaching Media</b>	<b>Description</b>
			and audio, to present information.
Miranda & Russell	2011	Social Media	Social media presents a massive opportunity for schools, universities and other educational organizations to reach and connect with students and prospective students.
Khoiriyah	2020	Traditional Teaching Media	Traditional teaching media was old media such as printed media.

The researcher investigated data through case descriptions, subject-specific, and cross-case themes. The researcher took several actions in this study; First, the researcher read the complete FGD transcript. Then, the transcript was divided into sections based on the focus FGD questions. Following division, the researcher sorted through the transcript to determine which sections relate to the study questions examined. Then, the researcher marked the words or sentences used in the study. The data had coded using three colors. The red type indicates digital learning resources, the green represents the display surface, and the blue represents printed material.

Table 3.4 Example of Data Analysis Conducted by Thematic Analysis

Parti	FGD: what kind of	Open Coding Awal	Open Coding Selanjutnya	Axial Coding	Selective Coding	Theme
cipa	teaching media that					
nt	the teacher used in					
	teaching English?					
P1	Okay, jenis media pembelajaran terkadang... mereka menggunakan proyektor infocus beberapa kali... yang saya lihat mereka pake infocus, khususnya ketika mereka melakukan kegiatan presentasi.	Okay, jenis media pembelajaran terkadang... mereka menggunakan proyektor infocus beberapa kali... yang saya lihat mereka pake infocus, khususnya ketika mereka melakukan kegiatan presentasi.	1. digital learning resource: projector infocus	1. digital learning resource	1. digital learning resource	Traditional Teaching Media
P2	Ee kalo untuk saya media pembelajaran yang digunakan oleh guru di SMA 11 kendari itu sama seperti yang dikatakan Hasrianti hanya menggunakan media pembelajaran seperti buku paket saja namun itu dilakukan oleh guru kelas XII beda halnya dengan Guru kelas XI kan dia sudah menggunakan Kurikulum Merdeka jadi ee media pembelajarannya itu	Ee kalo untuk saya media pembelajaran yang digunakan oleh guru di SMA 11 kendari itu sama seperti yang dikatakan Hasrianti hanya menggunakan media pembelajaran seperti buku paket saja namun itu dilakukan oleh guru kelas XII beda halnya dengan Guru kelas XI kan dia sudah menggunakan Kurikulum Merdeka jadi ee media pembelajarannya itu	1. printed material: buku paket, kliping	1. printed material	1. printed material	Traditional Teaching Media

Parti	FGD: what kind of	Open Coding Awal	Open Coding	Axial	Selective	Theme
cipa	teaching media that		Selanjutnya	Coding	Coding	
nt	the teacher used in					
	teaching English?					

lebih bervariasi kaya jadi ee media  
 klipng dll. Ee terlepas dari pembelajarannya itu  
 itu semua, memang di lebih bervariasi kaya  
 SMA 11 Kendari ini klipng dll. Ee terlepas  
 keterbatasan dalam segi dari itu semua, memang  
 sarana dan prasarana, di SMA 11 Kendari ini  
 karena sekolah ini dulunya keterbatasan dalam segi  
 adalah sekolah swasta, sarana dan prasarana,  
 sekolah IDHATA (nama karena sekolah ini  
 sekolah sebelum menjadi dulunya adalah sekolah  
 sekolah negeri) namun ee swasta, sekolah  
 seiring waktu berjalan ia IDHATA (nama  
 sudah menjadi sekolah sekolah sebelum  
 negeri. Jadi media menjadi sekolah negeri)  
 pembelajarn di sekolah itu namun ee seiring waktu  
 hanya berfokus dibuku saja berjalan ia sudah  
 seperti itu. menjadi sekolah negeri.

Jadi media pembelajarn  
 di sekolah itu hanya  
 berfokus dibuku saja  
 seperti itu.

P3	And for the third problem, what kind of teaching media does the teacher use in English classes? I believe at SMP 9 Kendari.	And for the third problem, which is what kind of teaching media that the teacher used in English classes? I	Display surface: whiteboard	display surface surface	display surface surface	Non-traditional Teaching Media
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Participanta	FGD: what kind of teaching media that the teacher used in teaching English?	Open Coding Awal	Open Coding Selanjutnya	Axial Coding	Selective Coding	Theme
	<p>They still use the whiteboard and marker or black marker. I believe there are other media than that, but because we can only observe the teaching and learning classes in English class only once, then as far as I can say, I believe they still use the whiteboard and marker. I believe there are a lot of media as well, such as projector or something like that.</p>	<p>believe at SMP 9 Kendari they still use the whiteboard and marker or black marker. I believe there are other media than that, but because we are only able to observe the teaching and learning classes in English class only once, then as far as I can say, I believe they still use the whiteboard and marker. I believe there are a lot of media as well such as projector or something like that.</p>	<p>1. digital learning resource: infocus, PPT.</p>	<p>1. digital learning resource</p>		
P4	<p>So saya pikir dari apa yang kalian, media pembelajaran yang kalian sebutkan adalah buku berarti, kan sekarang itu ada kurikulum merdeka. Kurikulum merdeka untuk kelas sepuluh, berarti itu sudah</p>	<p>So saya pikir dari apa yang kalian, media pembelajaran yang kalian sebutkan adalah buku berarti, kan sekarang itu ada kurikulum merdeka. Kurikulum merdeka</p>				

Participant	FGD: what kind of teaching media that the teacher used in teaching English?	Open Coding Awal	Open Coding Selanjutnya	Axial Coding	Selective Coding	Theme
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dalam bentuk buku? atau untuk kelas sepuluh, biasa di dalam kelasnya berarti itu sudah dalam kita biasa kayak dia dalam bentuk buku? atau biasa bentuk PPT pernah. Jadi di dalam kelasnya kita belajar itu pernah pake biasa kayak dia dalam infocus begitu. Jadi, kalian bentuk PPT pernah. Jadi sudah ada kurikulum sudah belajar itu pernah pake ada buku paket yang infocus begitu. Jadi, kurikulum merdeka. kalian sudah ada kurikulum sudah ada buku paket yang kurikulum merdeka.

The findings of this study report the results of data analysis of reflective FGD and conditional context situation (CCS) interviews from 13 EFL pre-service teacher research participants. The finding aims to reveal what teaching media are used in teaching English according to the EFL pre-service teachers' observational experiences.