

CHAPTER III

METHODOLOGY

This chapter presents the methodology that is conducted in this study. It consists of research design, setting and context, participants, data collection and instrument, and also data analysis.

3.1 Research Design

This study uses a qualitative approach, where the qualitative approach aims to understand things experienced by the subject of the study, descriptively in the form of words and language from field data and theory as its support. According to Dukeshire and Thurlow (2002) qualitative research concerning non-numerical data, collecting and analyzing narrative data. Qualitative research which is implemented in this research is based on Zohrabi's (2013) study which claimed that qualitative research is making sense of their experiences to understand the social reality of individuals.

It covers the use of interviews, diaries, journals, classroom observation, immersion, and open-ended questionnaires to obtain, analyze, and interpret the data content analysis of visual and textual material, and oral history. This research involved several instruments such as student writing drafts and student reflections to analyze EFL preservice teachers' perceptions of reflective teaching journal writing.

3.2 Setting and Context

This research was conducted at one of the higher education institutions in southeast Sulawesi from EFL pre-service teachers of the English education department program in IAIN Kendari. The participants were selected based on their perception and reflective teaching journal writing to participate. They study pre-service teachers to observe reflective journal writing and how teaching they practice during field teaching practices (Star & Strickland, 2008; Sturmer, Konings, & Seidel; 2013). Therefore, at the onset of each session, the preservice teachers were provided with a reflection journal writing during their field teaching practice which required them to not only recall the teaching activities conducted in the classroom but also evaluate and provide their reason and critical comment.

3.3 Participants

The participants of the study are 10 students of higher education institution in South East Sulawesi at English Education Department Program. These preservice teachers' are taken based on observation of activities and their experience of reflective teaching journal writing. This research was conducted to know how preservice teachers' perceived the use of reflective teaching journal writing have been observed and experienced during their field teaching practice.

3.4 Data Collection

In this study, researcher need data from students, to collect data from researchers using reflection techniques. Reflection on this research is given to all students via a google form. The reflection question consists of seven questions related to the focused teaching practice through journal writing. The data collected from the reflective technique, namely data reflection, are grouped and detailed according to ideas related to perception, preparation, and challenge. These are the three components to be analyzed.

The results are coded and translated based on the review of the retrieved literature and the research background. Furthermore, before reflecting, the researcher explained the reflections that are given and how to answer via WhatsApp, this is done as a result of the Covid-19 pandemic to maintain social distance. The statement of finding for this category was followed by “personal development”: preservice teachers’ response about the personal view of their development during the reflective journal writing as a way of enhancing critical thinking was categorized under critical thinking.

3.5 Instrument of the Study

In collecting data from this study, the researcher used student reflection. In reflection researcher used seven questions related to EFL preservice teachers’ perception of reflective teaching journal writing. Afzali’s (2018) study regarding the quality of recall and reflection journals produced by preservice teachers in EFL practicum courses, revealed that entries are mainly characterized by descriptive and affective content. The preservice teachers’ reflection is to be

collected using a google form, to get an answer to inform from student respondents. The study is designed as a case study because it is especially useful when an in-depth understanding of interesting problems, events, or phenomena in a natural real-life environment is required (Crowe et al., 2011).

The reflection of this study is divided into 7 questions related to preservice teachers' perceptions of reflective teaching journal writing. Based on the result of the data analysis, there are two themes found and will be explained, namely perception of reflective journal writing activities and student awareness of the use of reflective journal writing.

The use of reflective journal writing found the benefits reflective journal writing can build students' enthusiasm, build students exciting, feel motivated, and students' awareness can make students' perception of the strengths of the use of reflective through writing journal, make them more aware, and even feedback on student practice of teaching experience the shortcomings of journal writing.

From these questions, preservice teachers' can realize their awareness of reflection through writing journals and strength in increasing motivation in the teaching process, so that what is their background, what they feel related to the experience in activities is the goal so that as a teacher as long as field teaching practice can be motivated.

With this reflection, the preservice teachers are encouraged to write reflection journals that can expand their knowledge, improve writing ideas, enrich knowledge, especially by writing reflection, and can see the extent to which their correct previous mistakes in their teaching technique able to provide input can during field teaching practice.

3.6 Data Analysis

In this study, the analysis of data has been done by looking at the data that has been collected and coding. This data was collected using instrument reflection. In analyzing the data, it used steps proposed by Creswell (2009) which are: (1) collecting data, (2) preparing data for analysis, (3) reading through the data, and (4) coding the data. The data collected from the reflection is coded. Students' reflections contain students' answers concerning their perception there is a perception of reflective journal writing activities and students' awareness of the use of reflective journal writing to highlight, collate and analyze through coding and categorizing it in similar meanings.

After scanning the data, the researcher developed categories and color codes used to identify data more accurately. Roulston (2014) explains that open coding is a process of associating a conceptual label with a section on the transcript that conveys an idea about the topical features of the talk. Following these principles, the data were initially open-coded. After the initial coding, the most frequent and significant codes guided the focused coding stage. Researcher apply open coding to focus transcripts on several groups according to various relevant reflection questions. It also requires creating initial categories and themes from the data through constant comparison within each participant and across the participants, which helps to describe the categories within each case and to identify the similarities and differences across the cases.

Based on the data collected, the researcher in this study categorizes it as a coding theme in analyzing data. An example of the data code is the following:

Table 3.1 Student reflection

PST	Question 1	Select Coding	Axial Coding
P1	I'm having a bit of trouble with the confusing column-filling activity because the core purpose of each instruction is pretty much the same. It's just a different language use.	Each column of instructions is the same but uses a different language.	Use of language.
P2	I have no problems with it, this journal is also written in Indonesian, making it easier for me to express what happened before very well.	Indonesian is very easy to express well.	Using Indonesian to make it easier.
P3	I was constrained by time because I also had to fill out LKH, make lesson plans, make learning media, and edit teaching videos that I had done as one of the tasks that had to be carried out during PLP II.	Constrained by the time the task was completed during PLP II.	Constrained by time in compiling teaching media.
P4	I have no problems writing a teaching reflection journal because the content of this reflection is closely related to the teaching process that I do in class so it doesn't make me confused about filling it out.	Closely related to the teaching process in class and not confused to fill it.	Writing a teaching reflection journal is closely related to the teaching process carried out in the classroom and there is no confusion in filling it out.
P5	Yes. The obstacle I feel in writing a teaching reflection journal is laziness. Since online lectures, the feeling of being lazy to study is bad enough. The environment	Time to write a journal is only spent hanging out with friends and doing homework.	Laziness in online lectures is bad enough and the village environment is not as supportive as a friend's invitation, far from

PST	Question 1	Select Coding	Axial Coding
	<p>in the village is not supportive, such as inviting friends to hang out, and being told to stay home when in the mood to study and away from classmates so that time is used to write reflection journals only for walking or doing homework.</p>		<p>classmates so the time to write a journal is only used for walking or doing homework.</p>

