

CHAPTER III

METHODOLOGY

This chapter presents methodology such as; research design of the study, settings, participants of the study, technique of data collection, and also followed by technique of data analysis.

3.1 Research Design

Since the purpose of this study is to explore the challenges of problems that Thai EFL pre-service teachers faced during their field teaching practice at some schools in Kendari, South East Sulawesi, Indonesia. The context of the classroom they faced, therefore, is Indonesian students learning English with most possibility using English and Indonesian as the classroom's instruction, the methodology focuses on the existential experiences of the teachers themselves, that is, their perceptions, language, actions, thoughts, and feelings about their experiences during the practicum. Thus, the methods used to collect and analyze the data in this study are those based on the principles of qualitative field studies (Bogdan & Biklin, 1992; Glaser & Strauss, 1967; Goetz & LeCompte, 1981; Peacock, 2001; Spradley, 1979; Spradley & McCurdy, 1972).

A qualitative study was concluded in this study. In addition, according to Walliman (2011) "Qualitative methods are used to find information on people's

actions and holdings by asking them to give their own interpretation, or account, of what they experience.” Accounts can consist of a variety of data sources; people have spoken explanations, behavior (such as gestures), personal records of experiences and conversations.

3.2 Setting and Context

This study conducted at IAIN Kendari with the focus on some Thai students majoring in EFL who have experienced real English teaching in some schools in Kendari city, South East Sulawesi, Indonesia. The assigned schools for the Thai pre-service teachers are SMAN 9 Kendari, MTsN 1 Kendari, MTsN 1 Konda, MTsN 2 Kendari, and SMKN 2 Kendari with the Thai students were 5 people (2 males and 3 females). The English department received the international student's program who are from Thailand since in 2017.

3.3 Participant of the Study

The participants in this research as the students who are from the faculty of education, English department. All participants are 3rd-year students who are studying at the Islamic State Institute of Kendari, Faculty of Education, English Department. The participants were enrolled in being a pre-service teacher, the course as part of their graduation requirement.

Table 3.1 Participants' Profile

Participants	Assigned School	How old are you?	Which part are you from in Thailand?	What is the language you use to communicate in your place of origin?
PST1	SMAN 9 Kendari	22	Yala, Thailand	Malay Language
PST2	MTsN 1 Kendari	22	Yala, Thailand	Malay Language
PST3	MTsN 1 Konda	23	Yala, Thailand	Malay Language
PST4	MTsN 2 Kendari	21	Yala, Thailand	Malay Language
PST5	SMKN 2 Kendari	22	Pattani, Thailand	Malay Language

3.4 Technique of Data Collection

Collecting data in one language and presenting the findings in another is increasingly common among social researchers and may present challenges for analysis (Birbili, 2000; Makofane & Shirindi, 2018; Smith, Chen & Liu, 2008).

To get the data about what are the problems encountered by Thai EFL students while doing field teaching practice in Indonesian classroom context. In this study, the researcher used the reflective journal. The researcher created at least five questions and then gives to Thai EFL to answer the questions.

The researcher created at least five questions as the reflection test related to the title of the research. The researcher used the Thai language of reflection. Why we used the L1 in the reflection because we need to get the data. Then, the researcher explained how to answer the question. Then, the researcher gave to the Thai EFL to answer the questions about what are the problems encountered by Thai EFL students while teaching English in the Indonesian classroom context. After that, the researcher sent the reflective journal passed on the What's app application. Then, they submitted the results again passed on what's app application.

3.5 Instrumentation

This proposed study used reflective journal and semi-structured interview to collect the data that could answer the question from the research question.

3.5.1 Reflective Journal

The first instrument is reflective journal; the researcher will give some reflection tests to the Thai EFL. The Thai EFL will answer the question. The use of reflective journal is to know the Thai EFL' responses about pre service teachers what the problems encountered by Thai EFL students while doing field teaching practice in Indonesian classroom context are. According to Hatton and Smith, the essential quality of reflection is thinking about practice in order to improve (Ward & McCotter, 2004).

3.5.2 Semi-structured Interview

The second instrument is semi-structured interview (Merton, 1956). Semi-structured-interviews give the group control over the direction of the interview, especially in exploratory research like this; moreover, it gives the data a multi-dimensional nature which enriches the data (Hourani, 2013; Morgan, 1997). In semi-structured interview, the researcher will interview Thai EFL students to get the responses about what the problems encountered by Thai EFL students while doing field teaching practice in Indonesian classroom context are. Semi-structured interviews are superbly suited for a number of value-able tasks, particularly when more than a few of the open-ended questions require follow-up queries.

3.6 Technique of Data Analysis

Wiersma (1991) stated “Data analysis in qualitative research is a process of categorization, description, and synthesis. Data reduction is necessary for the description and interpretation of the phenomenon under study”. In short, data analysis is systematically process to analyze data which have been collected.

In analyzing the data, the researcher used several steps such as; collecting data, preparing the data for analysis, coding the data and description to be used in the research paper.

Only one step was students’ reflection. The researcher collected Thai EFL students' reflection to analyze Thai EFL students' reflection by checking the result of Thai EFL students. After getting the results, the researcher moved to Ms. Excel and determining the category of how of what are the problems encountered by Thai EFL students while doing field teaching practice the n the Indonesian classroom context, and the researcher calculated Thai EFL students’ response. After calculating Thai EFL students' answers, the researcher perpetuated the data in this research.

Table 3.2 Participants’ questions related to new place adaptation (experience at the first year)

Participants	Assigned School	What is the reason you chose Tadris Bahasa	How did you know about IAIN Kendari?	Did you find out about Kendari and South East

		Inggris at IAIN Kendari as the place to study?		Sulawesi before coming here?
PST1	SMAN 9 Kendari	Alasannya adalah, saya mau pintar berbahasa Inggris agar bisa berkomunikasi dengan orang Asing. Karena bahasa Inggris adalah bahasa utama yang digunakan untuk berkomunikasi di seluruh dunia	Saya mengetahui IAIN Kendari dari duta Thailand.	Saya belum tahu sebelumnya.

PST2	MTsN 1 Kendari	Alasan pertama adalah, bahasa Inggris dapat digunakan untuk berkomunikasi di seluruh dunia. Tetapi poin penting saya memilih belajar di universitas ini adalah saya dapat mempelajari program umum, dan juga mempelajari program keagamaan.	Saya mengetahui IAIN Kendari dari salah satu guru dari Thailand yang bernama Hassan Khatu, tetapi saya tidak tahu banyak tentang kampus IAIN pada waktu itu, yang saya tahu IAIN Kendari adalah kampus yang mengajarkan program umum dan juga keagamaan.	Saya tidak tahu sama sekali, karena sekitar tiga hari sebelum berangkat ke Kendari, saya baru mendengar nama tempatnya, jadi saya tidak punya waktu untuk mencairitahu mengenai kampus dan kota tersebut lebih detail. .
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PST3	MTsN 1 Konda	<p>Karena bahasa Inggris adalah bahasa yang digunakan kebanyakan orang untuk berkomunikasi, baik untuk percakapan, interpersonal, atau transaksi bisnis. Awalnya, kampus di Indonesia yang saya inginkan adalah kampus di pulau Jawa karena dekat dengan tempat kursus Bahasa</p>	<p>Saya bisa kenal kampus ini setelah saya tiba di kampus, kemudian saya mulai berkomunikasi dengan para kakak senior di sini dan saya juga tanya tentang kampus ini lebih detail.</p>	<p>Saya tidak tahu sebelumnya</p>
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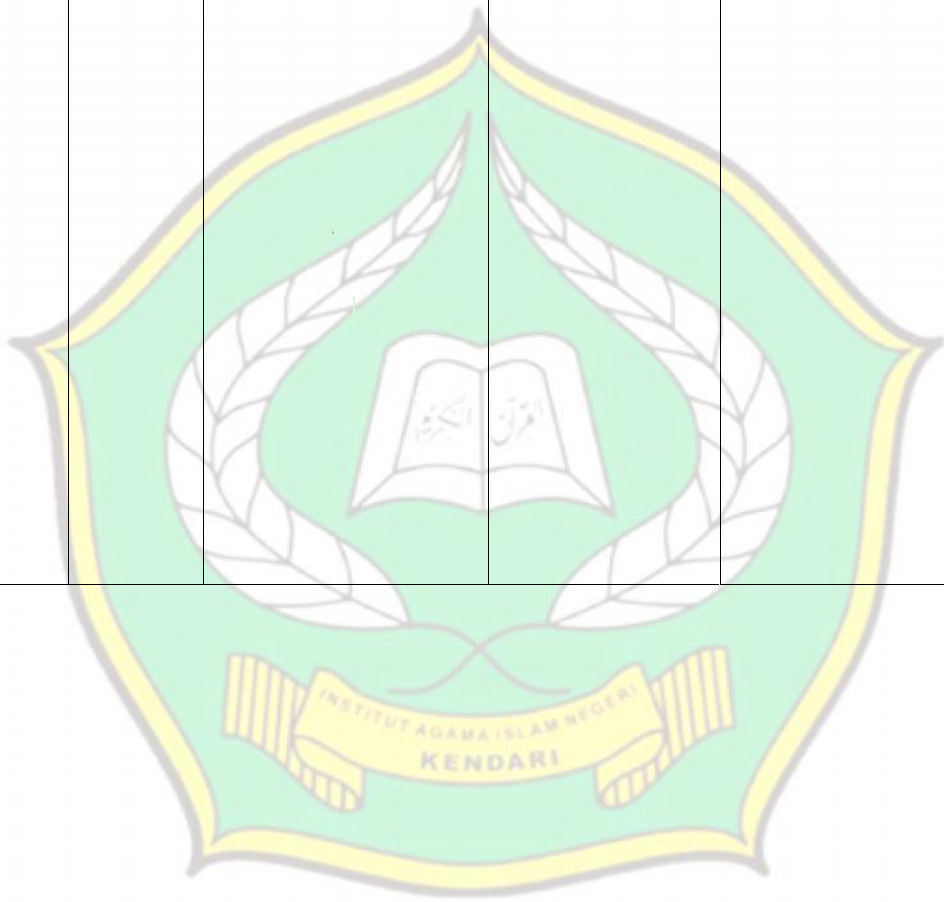
		<p>Inggris (Pare), tetapi saya tidak bisa pilih kampus, dan akhirnya berkesempatan untuk belajar di kampus ini, hal baiknya adalah kampus ini memiliki program umum dan program keagamaan juga.</p>		
PST4	MTsN 2 Kendari	<p>Alasan saya adalah cari ilmu sambil cari pengalaman di sini</p>	<p>Saya tahu dari organisasi alumni Thailand – Indonesia</p>	<p>Saya tidak tahu sebelumnya.</p>

PST5	SMKN 2 Kendari	Karena bahasa Inggris adalah bahasa utama yang digunakan untuk berkomunikasi di seluruh dunia	Saya tidak tahu sebelumnya	Saya tidak tahu sebelumnya.
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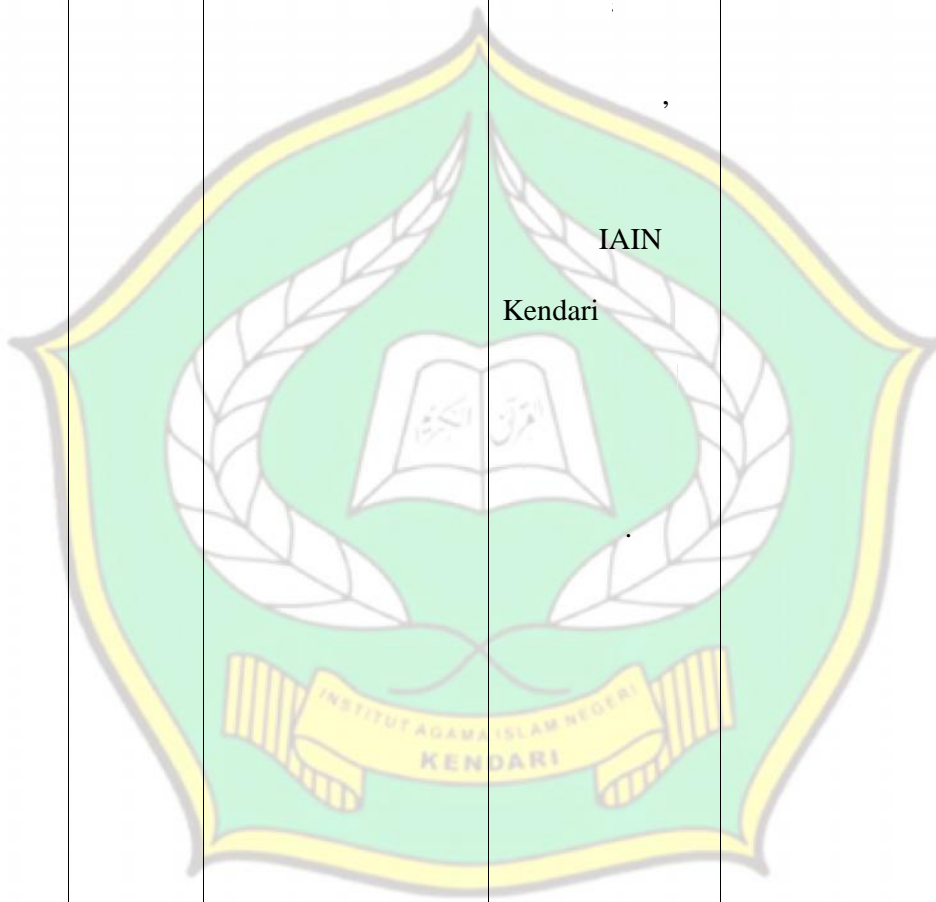
Table 3.3 The Answers of Thai Language Version


		IAIN Kendari	IAIN Kendari?	Kendari
		?		?

PST1	SMAN 9 Kendari			
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PST2	MTsN 1 Kendari		IAIN Kendari	บัณฑิตที่นี้ก็
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PST3	MTsN 1 Konda		<p>กับรุ่นพี่ที่อยู่วีที</p>	
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วีทีซึ่งมันก็เป็นสิ่งที่ดี

PST4	MTsN 2 Kendari			-	
PST5	SMKN 2 Kendari	การสื่อสารของหัวใจ			

