CHAPTER III

METHODOLOGY

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

3.1 Research Design

This study used descriptive qualitative research. According to Nassaji (2015), qualitative and descriptive approaches may be utilized to investigate the intricacies of teaching and learning, such as investigating the elements that impact it and comprehending individual learners and their behaviors and experiences. Furthermore, qualitative descriptive research tends to rely on natural inquiry as a commitment to investigating natural conditions (Lambert & Lambert, 2012). Thus, this design provides tools to study natural phenomena within the context of challenges faced by EFL student teachers during their teaching practicum.

3.2 Settings and Context

This study was conducted at a university in Southeast Sulawesi, Indonesia. It focused on students majoring in English Education Department, especially in the sixth-semester academic year 2020/2021. The participants enrolled in a pre-service teaching program and experienced teaching in real classes at several schools in Kendari, Southeast Sulawesi. The student teachers make their teaching material and design lesson plans and then consult with the supervising teacher.

Furthermore, the learning process itself is carried out in the classroom and the student teachers do the teaching independently in the real classroom.

3.3 Participants

To recruit participants, the researcher employed a purposive research sample method. Participants are chosen based on a variety of qualities. The participants in the study were 34 EFL student teachers who had to satisfy specified requirements. First, Students majoring in English education at Kendari University. Second, they must be student teachers undergoing a teaching internship program for the 2020/2021 academic year. In particular, they teach in several schools in Kendari. Third, students who apply for the PLP II course this semester. Participants included seven male and twenty-seven female student teachers in the sixth semester, with an average age of 21 to 22 years old, who were completing their final year of academic programs. They were selected because they met the 3 criteria above and were students doing a teaching practicum at another school to experience more of the challenges faced by EFL student teachers. In addition, participants also reported on their experiences during a one-month teaching internship. During the course, they gain a lot of experience in applying their knowledge to real-world situations, as well as the many challenges they face at this school. As such, participants will help researchers answer research-related research challenges.

3.4 Data Collection

Data collection was an important part of research to find the information needed for research. Selection and implementation of good data collection and analysis methods are important for all types of assessments in research.

The researchers used several steps of the data collection method to obtain data on the challenges faced by teachers of EFL students in classroom practice. In this featured study, researchers used reflective diaries to collect data from participants. The steps for writing a reflective journal are as follows: Create a reflective guide related to the research title. The researchers reflected on Microsoft Word. After the reflection, the researchers shared their reflections on the WhatsApp app. Additionally, all participants were given approximately one week to complete the reflection. Student teachers are also asked to keep a reflective journal, again focusing on challenges. After everyone completed their reflection, all participants shared their reflection results with the researcher.

3.5 Instrument of the Study

This presented study used reflective journals to collect data that could answer the question from the research question.

3.5.1   Reflective Journal

The instruments used in this research are reflective journals. The use of a reflective journal referred to students' statements about what challenges they faced during the teaching practicum. The guidelines of the reflective journal were adapted from (Jondeya, 2011). In this reflective journal, the researcher only

focuses on one question related to this research, again focusing on the challenges faced. The student teachers answered one question; what challenges were faced during the implementation of PPL 2? Describe the challenges faced in points and explain each point.

3.6 Data Analysis

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

3.6.1 The Technique of Data Analysis

The researchers analyzed the data by coding. The researchers encoded the reflections to collect data. After a complete analysis of the data in the reflective diaries, a systematic conclusion was reached. Coding does not represent the entire data analysis; however, it is used to organize and interpret the data to make the underlying information clearer for a comprehensive study. In addition, researchers use descriptive methods, a research method that attempts to describe and explain objects in terms of facts and reality. Descriptive-qualitative methods are a type of research that focuses on descriptions without numerical data and are used to study the challenges faced by teachers of ELF students in classroom practice.

When coding the data, The researcher employed theme analysis to code the data. Topic coding is a way of evaluating data to uncover patterns or subjects based on research data. (Braun and Clark, 2006). These start with loading data, generating seed code, searching for topics in the collected and coded data, reviewing topics, defining and naming topics, and preparing a final report. In

addition, student-teacher reflections were categorized according to the topics selected by the researchers. The researchers also used pseudonyms in the transcription. The pseudonym used is "ST" as the student teacher.

The example of coding the data is as follows:

Tabel 3.2 Example of Data Coding

Theme and Code	Students' Reflection	Code
Unavailability of learning facilities (*C1*)	ST1: The challenge that I faced is very difficult if I don't have a laptop, especially in teaching material directly to the students that I teach, students still don't understand what I have explained to them.	C1
Poor internet network access (*C2*)	ST2: When doing online learning, I sometimes have problems with the internet network and so do the students. When I give online assignments, not all students do their assignments due to network reasons and do not have an internet quota.	C2
Learners were not interested to learn (*C3*)	ST3: I feel challenged in dealing with students who still lack interest and awareness to learn.	C3

Notes :

CODE   **THEME**

Red (*C1*)   Unavailability of learning facilities

Yellow *(C2)*   Poor internet network access

Green (*C3)*   Learners were not interested to learn

(Adapted from Braun & Clarke, 2006)

Thematic analysis (Braun & Clarke, 2006) was the way researchers analyze data by themes to obtain more accurate results from the data. Topics collect relevant data material to the study issue and indicate some level of response or pattern significance in the dataset (Braun & Clarke, 2006). Ideally, there are multiple instances of the subject in the entire dataset, but more cases do not necessarily mean that the subject itself is more important. Because the analysis is qualitative, there is no clear answer to the question of what percentage of the dataset each subject has a different code to distinguish one subject from another. The code for the theme starts with C. In the first topic, the characters of the code are C1 and so on.

The researcher categorized the selected themes into several big themes that related to teaching practice and teaching practicum, which broke down into more specific sub- themes. The themes and sub-themes can be seen in the appendix and we can see in table 3.2.2 for the example.

Tabel 3.2.2 Themes and Sub-themes

Table of themes and sub-themes

THEMES	SUB-THEMES
Insufficiency of instructional	Unavailability of learning facilities
Classroom Management	Student Misbehaviour
	Learners were not motivated to learn
	Student teachers' anxiety
Internet Access	Unstable internet connection and limited quota
Lesson Planning	Designing Lesson Plan
	Deciding learning materials
Time Management	Short teaching time