

CHAPTER III

METHODOLOGY

This chapter presents the research paradigm and approaches used in this study by discussing the methodology and the context in which the study took place. This chapter begins with a discussion of research design, elaboration the perception of teacher autonomy during field teaching practice, justification for the participants' selection, restatement of the research questions, discussion of data collection methods and elaboration of data analysis related to the instruments used. This chapter ends with concluding remarks.

3.1 Research Design

This study applied qualitative methods as qualitative research (Creswell, 2012). A descriptive qualitative research design as considered as an appropriate approach to delineate EFL pre-service teachers' perceptions of teacher autonomy during field teaching practice of English as foreign languages at one of the universities in Indonesia (Yin, 2015). In this context, the researchers attempt to investigate English Pre-service teacher perception of teacher autonomy about their activity during field teaching practice.

3.2 Setting

This study was conducted of pre-service teachers was following field teaching practice in the six semester of the academic year of 2019/2020. They were majoring in English Education Department at IAIN Kendari. The participant of this study was conducted with their own teaching during field teaching practice in high school.

3.3 Participants Selection

The participants of this involve the student of English Education Department was following field teaching practice in high school. The total number of participants in this study are ten English Pre-service teachers who take field teaching practices they are 7 females and 3 males. The researcher chose the participant by purposive sampling. Since the researcher did an interview about which is the pre-service of English Department that most qualified for apply teacher autonomy, based on researcher of daily reflection in teaching in the class. The researcher has asked the participants to agree that their identity and information will be disguised. The participants' ages range from 20-21 years old. They are doing some activity during field teaching practice in the high school.

Table 3.1 Participants' Profile

Participant	Gender	Age	Semester
PS 1	Female	20	6
PS 2	Female	20	6
PS 3	Male	21	6
PS 4	Female	20	6
PS 5	Female	20	6
PS 6	Male	21	6
PS 7	Female	20	6
PS 8	Female	21	6
PS 9	Female	20	6
PS 10	Male	20	6

3.4 Data Collection

In the data collection was by sorting out answers that are appropriate to the needs of the researcher. 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).

The data gathered by several ways, first written reflections are spread through Google form in file form each of the participant along with a set of questions, second, after a number of days ten participants returned the file with their answers and responses of list of questions in written reflections, third the three participants were invited to join in WhatsApp group to do interview with researchers, in order to get more detail information, the interview questions were adapted from (Xiao & Yang, 2019). Afterward all the data are clear, the further stage is coding the data, to facilitate in coding the data the researchers used Microsoft Excel, the data was arranged per question (Q1-Q5) that contains P1, P2, P3, P4, P5, P6, P7, P8, P9, and P10 responses. The next stage is categorized in several themes such teacher autonomy.

3.5 Instrumentation

This study was applied by written reflections elicits pre-service teacher's perception of teacher autonomy during field teaching practice. Written reflection is a written story template consisting of a series of questions and blank spaces where participants write their responses (Barkhuizen, 2014). The templates or reflection sheet is shared by google form. This kind of instrument enable the researchers to collect rich in-depth descriptions of the data because the participants freely express their ideas and thoughts by writing them on the written reflection sheet. This leads to

the accurate and enormous and wide range of obtained data since they have a lot of times and chances to voice their notion (Hollweck, 2015).

3. 6 Data Analysis

This study was analyzing the student's perception by using Gamlen and Smith's (2013). This study applied thematic analysis; the gathered data was analyzed qualitatively (Michelle & Lara, 2020). The data of the Pre-service Teachers' perception from themes 'emerging' from their answer and categorizing. It is determined thematic analysis that provides a flexible and useful research tool, which can potentially provide a rich and detailed, yet complex, and account of data. Thematic analysis is a method for identifying, analyzing and reporting patterns (themes) within data (Jhon: 2017). The researcher analyzed the data from students' respond in reflection that has been filled out by participants. The data collection phase started after the participants fill the reflection questions through a google form, the researchers distribute the reflection questions by using WhatsApp, then asks the participants to fill it.

In coding, the researcher used thematic coding (thematic analysis). thematic coding is a way to analyze data in order to identify patterns or to find themes trough data that has been collected by research (Saldana 2016). The theme that used concern the Professional Development, Freedom from Control over their Teaching and A Capacity for self-directed Teaching based on the concept of teacher autonomy. Pre-service teachers' reflection

is read and categorized by researcher using three colors and label. For the notes, the researcher used the abbreviation PS in the table to indicate the meaning of Pre-service Responses Some of the colours employed for themes in coding the data included (1) **Red** for Professional Development, (2) **Yellow** for Freedom from Control over their Teaching, and (3) **Green** for A Capacity for self-directed Teaching

The example of the data as follow:



Table. 3.2 Example of Data Coding

No.	Nama	Raw Data	Coding	Categorization	Theme & Interpretation	Theme
	PS1	Sebelum memasuki pembelajaran salah satu tanggung jawab saya sebagai guru adalah dengan menyiapkan mental yang baik untuk menghadapi siswa dengan cara latihan mengajar sekitar 1 jam, dan perisapan materil seperti RPP, materi, dan media pembelajaran. Diawal pembelajaran salah satu bentuk tanggung jawab saya yakni mengarahkan siswa untuk memulai pembelajaran dengan berdoa sebagaimana aspek affektif, dan mengarahkan siswa kepada gambaran umum pembelajaran.	menyiapkan mental yang baik untuk menghadapi siswa dengan cara latihan mengajar sekitar 1 jam, dan perisapan materil seperti RPP, materi, dan media pembelajaran. Diawal pembelajaran salah satu bentuk tanggung jawab saya yakni mengarahkan siswa untuk memulai pembelajaran dengan berdoa	Prepare Teaching Materials, direct player	Content Curriculum Knowledge: PS1: preparing teaching materials the way for the pre-service teachers to make and content when they want to apply their teaching process In the class.	Professional Deevlopment
	PS2	Pada awal pembelajaran saya biasanya pertama, melihat-lihat kembali RPP saya yang telah saya siapkan guna menghindari hal-hal yang mungkin tidak bermanfaat dan akhirnya pembelajaran saya bisa efektif. Saya melakukannya hampir setiap akan melakukan pembelajaran. Manfaatnya yang saya rasakan adalah aktivitas saya terarah, materi yang saya bawa tersampaikan dengan baik dan waktu yang saya gunakan dapat saya kelola dengan baik. Makanya RPP yang saya siapkan tidak sembarangan, seminggu sebelumnya saya sudah siapkan dan di reorganize terus sampai sehari/dua hari akan di implementasikan. Kedua, melakukan aktivitas pengingatan materi (jika telah diperkenalkan tentang materi tersebut sebelumnya) kepada siswa untuk mengetahui sejauh mana siswa memahami materi. Jika belum pernah mengenal materi yang akan saya bawakan pada hari itu maka saya langsung memperkenalkan materinya. Tetapi sebelum itu saya mengabsen terlebih dahulu, membaca doa, dan memberi tahu mereka untuk siap menerima pembelajaran.	melihat-lihat kembali RPP saya yang telah saya siapkan guna menghindari hal-hal yang mungkin tidak bermanfaat dan akhirnya pembelajaran saya bisa efektif.	Review Teaching Materials	Pedagogical Creative Teaching Process: PS2 form of responsibility to review the material to be taught, as a prefix for student understanding in learning.	Freedom From Control Over their Teaching

PS3	<p>Bentuk tanggung jawab saya sebagai seorang guru pada awal pembelajaran yang pastinya sudah mempunyai persiapan yang baik seperti memahami terlebih dahulu materi yang akan saya ajarkan sehingga saya bisa menjelaskan materi tersebut dengan baik kepada siswa. Lalu mempersiapkan lesson plan sehingga pada saat mengajar dapat terarah dengan baik. Kemudian, sebelum memulai pembelajaran, saya harus memastikan semua murid jika berada di dalam kelas dengan cara mengabsen mereka. Setelah itu, saya meminta siswa untuk berdoa terlebih dahulu sebelum memulai pembelajaran agar ilmu yang mereka dapatkan selama kelas berlangsung bermanfaat untuk mereka. Selanjutnya, menjelaskan materi yang akan dipelajari. Dan jika ada materi yang tidak mereka pahami dari penjelasan saya, maka saya persilahkan mereka untuk mengajukan pertanyaan kemudian menjelaskan kembali terkait materi tersebut.</p>	<p>Bentuk tanggung jawab saya sebagai seorang guru pada awal pembelajaran yang pastinya sudah mempunyai persiapan yang baik seperti memahami terlebih dahulu materi yang akan saya ajarkan sehingga saya bisa menjelaskan materi tersebut dengan baik kepada siswa. Lalu mempersiapkan lesson plan sehingga pada saat mengajar dapat terarah dengan baik</p>	<p>Prepare Teaching Materials</p>	<p>Teacher Responsibility: PS3 It is my responsibility as a teacher to prepare lesson plans so that when teaching can be directed well.</p>	<p>A capacity for self-directed teaching.</p>
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