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 perceptions of pre-service teachers about the feedback given from mentor teacher 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 research methods. A narrative qualitative research design as considered as an appropriate approach to delineate EFL pre-service teachers' perceptions of mentor teacher feedback during field teaching practice (Brown, 2006). In this study, the researcher attempts to investigate the perceptions of EFL pre-service teachers about mentor teacher feedback on designing lesson plan during field teaching practice.

3.2 Setting and Context

This study was conducted of pre-service teachers who have been following field teaching practice in sixth semester of the academic year 2021/2022. They majored English Education Department in one of the institutions in Kendari. The

participant of this study was conducted with their own teaching during field teaching practice whether in junior high school even in senior high school.

All of the participants in this research have been teaching their students more than five times during field teaching practice. Every time they have already taught, their mentor teachers always gave them a feedback based on their performance in teaching. They were doing field teaching practice in different school. This research focused on how the EFL pre-service teachers' perceptions of mentor teacher feedback on designing lesson plan during field teaching practice.

3.3 Participants Selection

The participants of this study involved the students of English Education Department who have been following field teaching practice in schools. The total numbers of participants in this study are five English pre-service teachers. They are 4 females and 1 male. The researcher chose them by purposive sampling. The researcher did an interview to choose a qualified for applying their perceptions about the feedback given from mentor teacher.

The participants' ages range from 20 to 21 years old. The main reason that they are taken as participants of this study is because they have done field teaching practice. It means they have given feedback from their mentor teacher about their lesson plan. The other reason is because they are close with the researcher which makes it easier to obtain more information and there is no hesitation to do conversation with the participants. Therefore, the researcher chose them to be participants of this present study.

Table 3.1 Participants' Profile

Participant	Gender	Age	Semester
P1	Female	20	6
P2	Male	20	6
P3	Female	21	6
P4	Female	20	6
P5	Female	20	6

3.4 Data Collection

Data collection has done by sorting out answers that are appropriate to the needs of the researcher. In analyzing the data, it will be 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 collected 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 five participants returned the file with their answers and responses of list of questions in written reflections. Third, the five participants were invited to join in WhatsApp group to do an interview with researcher, 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 was coding the data. In order to facilitate in coding the data, the researcher used Microsoft Excel to be easier collecting the data. The data arranged per-question (Q1-Q3) that contains (P1-P5) participants' responses. The next stage was categorized in several themes of mentor teacher feedback.

3.5 Instrument of the Study

This study applied written reflections using Google Form that has been distributed on WhatsApp Group to elicit pre-service teachers' perceptions of mentor teacher feedback on their teaching practice. Written reflection is a written story template consisting of a series of questions and blank spaces where participants write their responses on Google Form (Barkhuizen, 2014). The reflection sheet has been shared by Google form.

The kind of instrument enables the researcher 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

To analyze the data, the researcher used thematic analysis (Kinger & Varpio, 2020). The data of EFL pre-service teachers' perceptions from themes "emerging" based on 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. The researcher analyzed the data from pre-service teachers' respond in reflection that will be filled out by participants. The data collection phase started after the participants fill the reflection questions through a Google form. The researcher distributes the reflection questions by using WhatsApp, afterward ask the participants to fill it.

In coding, the researcher used color coding (thematic analysis). Color coding is a way to analyze data in order to identify patterns or to find themes through data that has been collected by research (Braun & Clarke, 2006). The main themes that used concern positive feedback and negative feedback. Pre-service teachers' reflection is read and categorized by researcher using two colors and label. Green font is a mark of Positive Feedback, while red font is a mark of Negative Feedback. As Saldana, (2016) concluded that a code is a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data. The example of the data as following table 3.2:
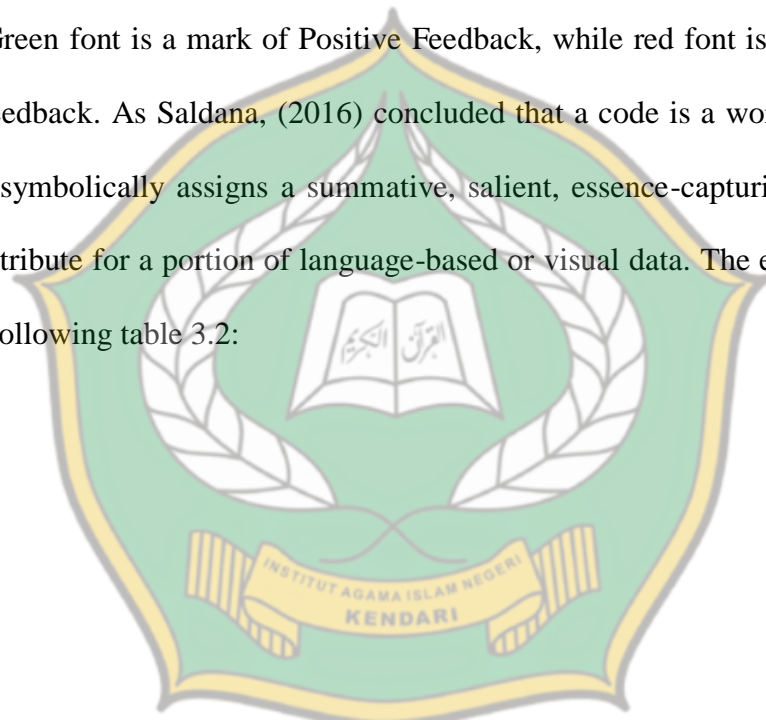
Table. 3.2: Example of Data Coding

Name	Raw Data	Coding	Categorization	Sub-theme & Interpretation	Theme
P1	Feedback yang diberikan oleh guru pamong membuat saya sebagai pre-service teacher termotivasi. Guru pamong saya selalu memberikan feedback feedback yang membangun untuk mendorong profesionalisme saya sebagai calon guru bahasa inggris yang baik, oleh karena itu feedback yang beliau berikan selalu menjadi motivasi bagi saya untuk menjadi lebih baik lagi.	Feedback yang diberikan oleh guru pamong membuat saya sebagai pre-service teacher termotivasi. Guru pamong saya selalu memberikan feedback feedback yang membangun untuk mendorong profesionalisme saya sebagai calon guru bahasa inggris yang baik, oleh karena itu feedback yang beliau berikan selalu menjadi motivasi bagi saya untuk menjadi lebih baik lagi.	Motivational Feedback	Becoming motivational provider. The feedback given from mentor teacher makes the EFL pre-service teachers are motivated to be better.	Positive Feedback
P2	Feedback yang diberikan kepada kami secara terstruktur. misalnya, dia akan memulai dengan pembuka kami apa kelebihan dan kekurangan dalam membuka pembelajaran di kelas. Sampai ke penutup di berikan saran dan kritikan dengan jelas. Feedback yang diberikan guru pamong sangat objective karena beliau mengoreksi sesuai yang terjadi ketika saya mengajar dalam kelas. Meskipun, saya kurang nyaman ketika dikoreksi dengan bahasa yang kurang baik menurut saya. Sebagai contoh, beliau menjudge saya dengan kata-kata seperti "kamu belum bisa mengajar	Feedback yang diberikan guru pamong sangat objective karena beliau mengoreksi sesuai yang terjadi ketika saya mengajar dalam kelas. Meskipun, saya kurang nyaman ketika dikoreksi dengan bahasa yang kurang baik menurut saya. Sebagai contoh, beliau menjudge saya dengan kata-kata seperti "kamu belum bisa mengajar di kelas dan belum layak menjadi pengajar" sehingga saya merasa tidak bersemangat lagi untuk mengajar di dalam kelas.	Unconvenient Feedback	Reducing EFL pre-service teacher's teaching motivation. P2 acknowledged that the suggestion of mentor teacher did not show the good words in establishing the teacher profesional	Negative Feedback

Name	Raw Data	Coding	Categorization	Sub-theme & Interpretation	Theme
	di kelas dan belum layak menjadi pengajar" sehingga saya merasa tidak bersemangat lagi untuk mengajar di dalam kelas.			teaching in the class.	