

CHAPTER III

METHODOLOGY

This chapter presented the methodology employed in this study. It covered research design, setting and context, participants, data collection within a procedure and data analysis.

3.1 Research Design

The researcher used a qualitative design that focus on students' response to the teaching practicum II reflection journal activity. The investigator asked students to share some experiences from students-teacher challenges at the start of teaching practicum II, The method was explain about some phenomena through depth data collection that have been carried out.

Qualitative research methods were utilized to investigate questions that can best be answered by orally explaining how study participants see and interpret various aspects of their surroundings. Process-oriented qualitative research is referred to as qualitative research. Methods for comprehending, interpreting, describing, and developing a hypothesis about a phenomenon or setting. It is a methodical, subjective approach to describing and giving meaning to life experiences. (Marwana. A. L. 2019)

3.2 Setting and Context

The study was conducted with teaching practice class program, at the English Language Education Study Program of sixth semester at IAIN Kendari, the capital city of South East Sulawesi. The researcher focused on student-teachers several class of batch of 2017. Thus, teaching practice program of student-teachers had been doing at the strat of teaching practicum and devide according to the location (schools) they were assigned to. This activity had just ended.

In context, Teaching Practicum II just has been done this year. Beforehand, there was notteaching practicum II program, the previous student-teachers had only done field teaching practice once. Yet in this year, field teaching practice it was done twice. Its context was intended to seek challenging as the start of EFL student-teachers found.

It is calculated that a few days whenthe student-teacher get material from seminar and administration stuff will determine some places and givingschedule for EFL Pre-Service-Teacher received at school.

3.3 Participants

Participants of this study are student-teachers from English education department at fifth semester At Islamic State Institute (IAIN) Kendari. There are 35Students consisting of 28 female and 7 male with range approximately 20 till 21 years old. They have been selecting by purposive sampling because a good sample can drive to competitivejournal race.

The researcher has several reasons to take in this program. Firstly, Participants' are taking Teaching Practicum program (PLP II) at schools. Secondly, Participants enable to follow due process program, It does not matter perfectly or not. Thirdly, Participants Already for sharing and writing experiences especially at the start of Teaching Practicum "PLP" II during covid outbreak.

3.4 Instrument of the study

The study used reflective journal to collect data, participant could answer a question about it base on reality, honestly, or independently. These activities want to stimulate a deep analyze about participants. As cited, Reflective journals expressed the thoughts, ideas, feelings, and reflections of participants (Davut Göker, 2016) & (Fung & Hoon, 2013) defined that reflection increases the use of higher-order thinking skills because students have to develop a deep, personal understanding and awareness of themselves as researchers. Also,

The reflection sheet distributed via social media such as Google drive, WhatsApp etc, In order to help participant get easier to access. It has one question about challenges faced by EFL pre-service teacher's at the start of teaching practicum "PLP" II and PSP has privilege to express & write anything insisted of the topic.

3.5 Technique Data Collection

The data process was carried out since the field of teaching practice started in early January to mid-March 2020. The questions from the reflection sheets were made by the researcher and expert in collaboration. In the first week, the researcher sent reflection instructions from Google drive. There were several types of questions attached by the researcher and the expert, but in this reflection the researcher took one from the list of questions containing student teachers' practicum which would be used as a data source by the researcher. After filling in the reflection instructions, EFL student-teachers could submit them via Google form.

And then, the researcher attempted to analyze the challenges faced by students-teacher at the start of teaching practicum and giving interpret by using method for getting deep information about it.

3.6 Procedure Data Analysis

In analyzing the data the researcher used several steps such as;

1. The investigator explains reflective journal more explicitly.
2. The researcher shared link or form to access the reflective journal sheet.
3. The researcher collected the reflection sheet had answered by students' teacher, analyzed it, and give hypothesis as the research result.

3.7 Technique of Data Analysis

Thematic analysis was the way for researchers to analyze data using thematization to get more accurate results from the data (Braun & Clarke, 2006). Themes capture something important about the data in relation to the research question and represent some level of response or patterned meaning in the data set (Braun & Clarke, 2006). Ideally, there would be a number of instances of a theme across the data set, but more situations do not necessarily mean the theme itself is more important. Since this is a qualitative analysis, there is no definite answer to the question of what proportion of the data set. Each theme has a different code so that it could be distinguished between one theme and another. The example as follows;

Table 3.1 Example Data Thematic

No.	Challenges	Statements
1	EFL Students-Teacher Feel hard to Find offline School	<ul style="list-style-type: none"> After deciding to carry out PLP2 in schools, <u>I still have difficulty finding schools</u> that are still open, because during the current pandemic, schools are closed and the learning process is virtual. (S1)
2	Participants feel hard to meet Students' as object in teaching practicum.	<ul style="list-style-type: none"> <u>1. Difficulty finding students</u> At the beginning I thought to carry out PLP2 in the area around the house only. However, <u>I have difficulty in finding students because there are not many children around my house.</u> (S1)
3	The schools/teaching practicum far away	<ul style="list-style-type: none"> <u>The challenge I faced at the beginning of PPL II was that the first one was the long distance</u> because it was very difficult to find a school that was close. (S2)

No.	Challenges	Statements
4	Pre-service teacher anxiety	<ul style="list-style-type: none"> • <u>3. What Will I Do?</u> The next question popped into my head after getting a place recommended by lecture. I have felt nervous and worried since the determination of this place. When I first held the opening with the owner of the Pondok Foundation, I thought more about the teaching skills I have and the knowledge I have gained. (S4)
5	School does not have good implementation of blended learning.	<ul style="list-style-type: none"> • There are one or two schools that conduct face-to-face learning, but only once or twice a week with only a few minutes of study time for each subject. There are also schools that open only to provide materials or questions for students and students collect their assignments. So with such conditions, it is very impossible for me to do good teaching if I choose a school as a PLP 2 place. In addition, the committee requires us in PLP 2 to do at least 5 lessons. (S3)
6.	Participants have limited access to run online class	<ul style="list-style-type: none"> • I found some of the obstacles they experienced, namely a bad internet network that made it difficult for them to participate in online learning and other things I got when I asked about what difficulties they experienced apart from the network, many students complained about the problem of buying expensive internet quotas, especially students with low economics, they find it difficult to buy internet quota. (S9)
	Students teacher find it very difficult to manage their time	<ul style="list-style-type: none"> • 1. Delay in the implementation of activities As I explained in my PLP II report. I am late in carrying out PLP activities and

No.	Challenges	Statements
7.		have only been able to carry out activities in the last 3 weeks. This happened because my father was sick at the time and had to get a referral to Makassar city for surgery. (S14)
8.	Participants' healthiness problem	<ul style="list-style-type: none"> 1. Performing operations After debriefing, I did the operation. I did not prepare at all regarding PLP II activities because I was focused on healing my surgery. (S20)
9.	Participants' public transportations problem	<ul style="list-style-type: none"> 2. Difficulty in transportation. After getting to school, it was difficult to transport because my teaching place was far from where I lived and also the school was not accessible by public transportation. (S29)
10.	Uncomfortable learning atmosphere	<ul style="list-style-type: none"> b. Noise at home Because at the beginning of the briefing at home I was visiting my sister and there was my little nephew. And I feel this is a challenge too because I have to try to focus on receiving the material and information in the briefing in this plp 2. (S28)
11.	Pre-Service Teacher attribution	<ul style="list-style-type: none"> Prepare an id card with sufficient funds. Because I don't have a printer and ID card holder, - Alma mater. About this I consider it a challenge. Why is that, because my IAIN alma mater was left behind in Kendari, and I was already in Amonggedo. - Shoes. Because the school I'm going to review is a school that has cement floors, but no one is allowed to use their shoes to enter. (S33)
12.	School administration	<ul style="list-style-type: none"> The challenge I face is asking the principal for permission, because the principal does not allow students to

No.	Challenges	Statements
		monitor or observe teaching activities. The reason is because the implementation of offline learning or learn from home. (S18)

The researcher analyzed the data by coding. The researcher coded the students' reflections to collect the data. After analyzing the data from the reflection journal completely, a conclusion was presented systematically. Coding did not constitute the totality of data analysis; however, it was used to organize and interpret the data to underlying messages to become clearer to be complete research. The kind of coding data is used to do a description to be used in the research paper.

In coding the data, there are many kinds of coding in qualitative research but in this present study, the researcher used Thematic Coding (thematic analysis). Thematic coding is a way to analyze the data to identify patterns or to find themes through data that has been collected by the researcher (Braun & Clarke, 2006). Students' reflection red and categorized based on the theme decided by the researcher. The theme that is used concerns the benefit of the Visual Scaffolding method in the class. If the researcher gets 4 benefits, then the researcher categorized it as the theme of coding in analyzing the data.