CHAPTER III

METHODOLOGY

This chapter discusses the methodology and the procedure which are conducted in the research. It is important to elaborate on the appropriate steps of how to answer the research questions systematically. This chapter begins with a discussion of research design, setting context, justification for the participants' selection, discussion of data collection, and elaboration of data analysis related to the instruments.

3.1 Research Design

This study employed a qualitative method. This served as a useful method for gaining insights into concrete meanings (Grundmeyer, 2012) and behaviors based on the participant's subjective experiences (Palmer & Bolderston, 2006). By utilizing descriptive study as a research design to describe and interpret the understanding of participants' beliefs about a certain issue or phenomenon (Gall, Gall, & Borg 2003). The issue or phenomenon that occurs in the case of this study is the belief of pre-service teachers in the utilization of instructional media in teaching EFL classrooms.

3.2 Setting and Context

This study was conducted with eight students of English education at an Islamic higher institution in Southeast Sulawesi as the participants. The rationale for choosing the participants is due to the fact that they used instructional media

as a supporting tool in teaching-learning activities in teaching EFL students. Instructional media utilized such as whiteboard, picture, flashcards, PowerPoint, video, and laptop to help them convey the instructional material to students.

3.3 Participants

The participants of this study involve eight students of English Education major who have completed several stages of study that require them to teach, for example, microteaching and other teaching practices of their course. All participants are between 21-23 years old. The participants are chosen because they fit the criteria of this research. They have experience in using instructional media during teaching practice such as books, flashcards, pictures, videos, PowerPoint, etc.

Table 3.1 Data of participants

No.	Participants	Gender	Age	Instructional Media Used
1.	P1	Female	22	Laptop & video
2.	P2	Female	22	Powerpoint
3.	P3	Female	22	Flashcard
4.	P4	Female	22	Laptop, picture & video
5.	P5	Female	22	Flashcard & whiteboard
6.	P6	Female	22	Picture & whiteboard
7.	P7	Female	22	Laptop & video
8.	P8	Male	22	Video

3.4 Instruments

The researcher used reflection to collect the data and Focused Group Discussion (FGD) to explore the truth of the results of participant reflection or triangulate data. According to Gibbs (1997), focus groups allow researchers

access to participants' attitudes, feelings, beliefs, experiences, and reactions in contrast to observations and surveys.

3.5 Technique of Data Collection

This study used two instruments to collect the data. The first instrument used question sheet reflection, and the second instrument was the Focus Group Discussion (FGD). First of all, the researcher formed a WhatsApp group and added all the participants. WhatApp group is used as a support platform to make it easier to manage all existing participants. Reflection questions were collected using a Google Form to make it easier for researchers to collect and identify each reflection of each participant. Then, it continued with the triangulation of data using FGD techniques to clarify the answers from the participants to ensure that the data obtained are truly in accordance with the answers and experiences they have gone through, especially with regard to the use of media that is in accordance with the questions given. Their remarks were to be written in Indonesian, not English because they will be more unimpeded to express themselves using Bahasa than in English.

3.6 Technique of Data Analysis

This study was analyzed by qualitative design using the thematic analysis method as discussed by a study (Braun & Clarke, 2006). Through a meticulous process of data recognition, data coding, and theme development and revision, it sought to identify patterns of meaning across data sets that could address the research question.

This study used descriptive coding by Saldana (2016). In analyzing the data, the researcher utilized Soliu and Elisha (2019) to classify the type of instructional media. Richards and Lockhart's (1994) framework to scrutinize pre-service teachers' source of belief. Moreover, to categorize the reason and consideration of media utilization, the researcher used Newby's (1997) framework. On the other hand, mark the relevant information with the highlight: Media selection, source of belief, and media utilization. Media selection is marked in blue, source belief is marked in purple, and media utilization is marked in green.

Table 3.2 Conceptual framework

Themes	Indicators	Concept

Media Selection	1. Audio media
	2. Visual media
	3. Audio-visual media
	  - Projected visual media
	  - Non-projected visual media
		Soliu & Elisha (2019)

Source of Belief	1. Experience as language learners 2. Experience of what works best 3. Established practice 4. Personality factors 5. Educationally-based or research-based principle 6. Principle derived from an approach or method	Richard & Lockhart (1994)
Media Utilization	1. Present materials in a manner learners readily assimilate 2. Deliver material independently of the teacher 3. Allow learners to experience material through various sense 4. Provide learners with	Newby (1996)

repeated and varied
experiences to help them
construct their own
understanding
5. Motivate students toward a
goal
6. Gain and maintain learners'
attention on the subject
matter
7. Accommodate varying size
of the audience.

After creating the table, the researcher grouped the data that had been obtained from the participants to be thematized according to the existing conceptual framework. Each theme found will be given a different color according to the code color. Below is an example of a data coding format.

Table 3.3 Sample of data coding

Q: apa tujuan anda menggunakan media tersebut?

Raw data	Category	Theme & Interpretation	Themes
Tujuan saya untuk menggunakan media pembelajaran tersebut agar bisa memberikan contoh yang autentik kepada siswa secara visual agar siswa bisa dengan mudah memahami pembelajaran dengan adanya visualisasi atau gambaran langsung seperti apa objek yang dimaksud dalam pembelajaran. Selain itu juga media pembelajaran visual juga bisa menarik perhatian siswa terhadap pembelajaran.	- Present materials in a manner learners readily assimilate - Gain & maintain students attention	As P1 acknowledged that she has used he said that the purpose of using the media was to provide direct visual examples to students of how learning objects were formed, which students could see, so that students could easily understand the lesson. On the other hand, she used media with visual types to attract the attention of students so that students could pay attention to learning well.	Media Utilization