

CHAPTER III

METHODOLOGY

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

3.1 Research Design

The qualitative research was employed to shed some light on the EFL teachers' experience toward the potential use of digital learning of English and online teaching activities outside classroom during covid-19 pandemic. As in a qualitative research, seeks to understand and interpret more local meanings; recognizes data as gathered in a context; sometimes produces knowledge that contributes to more general understandings (Tolich& Davidson, 2003).

3.2 Setting and Context

This study was conducted in each participant home with the focus on seven people (female) of EFL novice teachers majoring in English education department who have experienced real English teaching in some schools in South East Sulawesi. This carried out at home, due to the pandemic situation. Furthermore, the context of teaching novice teachers do is during the beginning of the pandemic, which takes place in early 2020 until early 2021.

3.3 Participants

The participants of this study are seven EFL novice teachers who directly teach in school as soon as they graduate from one of the institutions in Kendari. Novice teachers were chosen based on several characteristics. This study wants to observe experience novice teachers when novice teachers face a class in a pandemic scheme (not normal) while the theory novice teachers get on campus and the PPL II teaching practice is teaching in normal or face to face classes. So how do novice teachers deal with that, whereas currently schools require online learning even though online teaching supplies are not given during college.

Tabel 3.1 Participants' Profiles

NO	Participant	Gender	School Level	Teaching Experience Since
1.	NT 1	Female	MTS MUFTAHUL JANNAH ANDOWENGGA	2020
2.	NT 2	Female	MIN 2 KONSEL	2020
3.	NT 3	Female	SMAN 07 BOMBANA	2021
4.	NT 4	Female	SMPN SATAP 10 KONAWA SELATAN	2020

5.	NT 5	Female	SD IT INSANUL FAIZ	2020
6.	NT 6	Female	MTs AL ANSAR LAKOLOGOU	2020
7.	NT 7	Female	MAN 1 KONAWE	2020

Note: NT = Novice Teacher

3.4 Technique of Data Collection

Collecting data in one language and presenting findings in other is accumulating common among social researchers and can present challenges for analysis (Makofane & Shirindi, 2018)

To get the data about what are the experiences encountered by EFL novice teachers while teaching in school in different ways. In this study, the researcher using a reflective guide and online platform (Google form) due to the Covid-19 pandemic where people are restricted to meet. The researcher created at least five questions and then gave to EFL novice teachers to answer the questions.

The researcher has prepared a reflective guide but does not rigidly adhere to it, either in terms of choosing the right words, or the order in which the questions are asked (Braun, Clarke, & Victoria, 2013). The reflections were given to the participants to see their experience toward the use of online learning during pandemic Covid-19. After the participant fills in the reflection, the researcher will read participants experience and then analyze the data through categorizing and coding. The reflection is addressed using Indonesian in order to

create a deep conversation with the participant, participants just answered the question as comfortably as participants wanted and participants were able to respond in a comfortable way.

3.5 Instrumentation

The instruments used in this study were reflection guidelines that were gathered using an online platform (Google form). The reflections consist of participants' answers or experiences to questions about how novice teachers teach online learning during the COVID-19 pandemic. Reflection is often used by various disciplines, including education, professional development, and psychology to reorganize knowledge and emotional orientation to achieve further insight (Moon, 2006).

The reflective process, making people think critically is important because it helps create new relationships between prior knowledge and what is acquired, and makes the process of writing reflection more effective (Creswell & Creswell, 2018). The result of reflection can be something that is expected or not expected because the ideas are complicated and unstructured (Moon, 2006). Therefore, from reflection, the researcher collected many different ideas or experiences from novice teachers' which will be useful to enrich the data.

3.6 Technique of Data Analysis

In analyzing the data, the researcher will be analyzing the reflection of the novice teachers, the data collected would be analyzed using data analysis techniques Miles, Huberman, and Saldana (2014). In data compaction, the

researcher decides which pieces of data will be coded and which will be pulled, after that, the data is then summarized, highlighted, and made into groups and partitions (categorized), and also recorded some important answers (coded) to obtain some common experiences from participants.

Miles, et al. (2014) showed that data condensation included summary writing, coding, theme development, category generation, and analytical memo writing. This stage of analysis is also supported by Jackson, Drummond, & Camara. (2007) who state that qualitative content analysis involves interpreting, theory, or understanding data by first breaking it into segments that can be categorized and coded, and then constructing patterns for the entire data set by connecting the categories to each other.

