

## **CHAPTER III**

### **METHODOLOGY**

This chapter provides the conducting methodology in the research and description of research procedure in order to find out the answer from research questions in this research. The researcher describes several topics related to the research method and design used in this research. Those are research design, setting and participant, data collection, instruments and the techniques engaged in the data analysis.

#### **3.1 Research Design**

In this research was traced through qualitative research design that took place over some period. To overcome this goal from the study, this study used a qualitative research design. This is due to the consideration that this study is related to the EFL pre-service teacher engaged in the process of teaching practice. Therefore, qualitative research also seeks to describe social phenomena such as those that happen naturally, that is the Thai EFL pre-service teacher engaged in the process of teaching learning during their field teaching practice in Indonesian classroom context.

This research is also characterized as a case study since the research was conducted on a limited scale, and cannot be generalized. In this case, this study only discusses the investigation of five Thai EFL pre-service teachers in Kendari, Southeast Sulawesi. Furthermore, the outcome was not to be generalized as general conditions of the entire Thai EFL pre-service teacher in Indonesia.

Somewhat the experiences of these five Thai EFL pre-service teachers who have completed their field teaching practice in the previous semester. They will give the answers about how Thai EFL pre-service teachers are engaged in the process of teaching practice. It is in line with Klassen, Yerdelen, and Durksen, (2013), that a case study is to examine a case mainly to explain motivation and involvement. As a result, the study focused on investigating of Thai EFL pre-service teachers are engaged in the process of teaching learning during their field teaching practice in Indonesian classroom context.

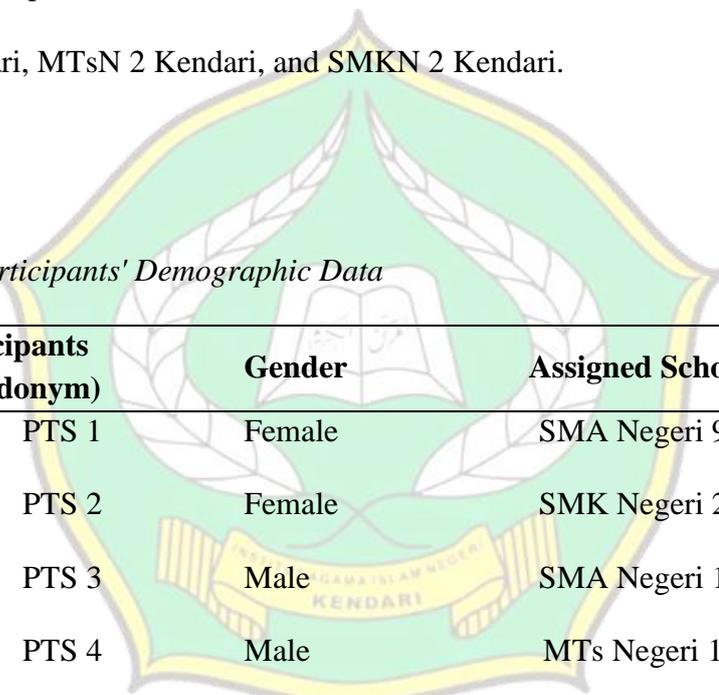
### **3.2 Setting and Context**

This study focused on Thai EFL pre-service teacher from IAIN Kendari in Kendari, Southeast Sulawesi who have finished their field teaching practice in Indonesian classroom. There are six foreign students from Thailand who are in one of the institutions in Kendari, consisting three males and two females of the sixth semester in an English Education study program who completed the field teaching practice, during the 2019-2020 academic yearw. These six Thai students were assigned as English preservice teacher which requires them to do teaching practice as one of the faculty programs. They were distributed in several schools in the Kendari and Konawe Selatan in carrying out teaching practice, including: SMAN 1 Kendari, SMAN 9 Kendari, MTsN 1 Konda, MTs N 2 Kendari, and SMKN 2 Kendari. In the teaching process, the Thai foreign students follow the learning curriculum that implemented in Indonesia.

### 3.3 Participants

The participants of this research were conducted at an English education Department at IAIN Kendari, Southeast Sulawesi in Indonesia. This research also involved five Thai students consisting three males and two females of the sixth semester in an English Education study program who completed the field teaching practice, during the 2019-2020 academic years. The assigned schools for the Thai EFL pre-service teachers are SMAN 1 Kendari, SMAN 9 Kendari, MTsN Kendari, MTsN 2 Kendari, and SMKN 2 Kendari.

**Table 3.1** *Participants' Demographic Data*



No	Participants (Pseudonym)	Gender	Assigned School
1	PTS 1	Female	SMA Negeri 9 Kendari
2	PTS 2	Female	SMK Negeri 2 Kendari
3	PTS 3	Male	SMA Negeri 1 Kendari
4	PTS 4	Male	MTs Negeri 1 Kendari
5	PTS 5	Male	MTs Negeri 2 Kendari

This research used sampling from Thai students who volunteered based on the participants' wishes to take part in the study instead of on systematic sampling strategies. In other words, this study has five EFL pre-service teachers who volunteered to participate based on deliberate convenience or opportunity sampling, which is in line with Creswell and Poth (2007) that the suggestion in a

case study, specially researcher choose no more than that case. All of the participants are native speakers of Thai and started learning English as a foreign language at primary school. All of the participants have no experience of teaching students in a formal setting such as at school.

### **3.4 Data Collection**

This research used several techniques of data collection. In qualitative study, the data is collected from types of sources and through types of methods such as questionnaire, reflective journal, interview, classroom observation, and document analysis. In approval of this, this research engaged some instruments in collecting the data. Those instruments were reflective journals and interviews.

The test was conducted two times in two weeks. Firstly, the researcher prepares the reflection test, then gives it to the respondents, but before giving the test, the researcher explains how to answer the reflection. Then, the researcher collected the response. After that, the researcher analyzes the data gained from the respondents. For a week later, the researcher will be preparing the questions guideline related to the title of the research for interview to Thai students as participants in this research. The interview was about 10-20 minutes. After the whole data is collected, the researcher analyzes all of Thai students' responses regarding Thai EFL pre-service teachers engaged in the process of teaching learning during their field teaching practices at Indonesian classroom context.

The collecting data for this research, the researcher prepared: permission, confirmation of time and place and test sheet. Previously, the researcher requested permission from four Thai students as participants in this research before taking

the data. After they agreed with the researcher provisions, the researcher came to them to give the explanation to Thai students regarding the topic that they have to do, the amount of time given to them. Then, the researcher collects the test after the participant completes the test.

### **3.5 Instrumentation**

One of the most important components of a research design is the research instruments because that can collect the data and get the information. These research instruments are ways of gathering data. Without them, the data would be impossible to put in hand. So, this study used two instruments related to reflection and interview to collect the data that can answer the question from the research question.

#### **3.5.1 Reflective journal**

The first instrument to obtain data in this study was a reflective journal. This was the main tool of data collection. According to Cotton et al. (2002) confirm that a reflective journal engaged the respondents in self-assessment, collaborative criticism, self-reflection and purpose setting. Reflective journals are various in the way that they aid the teaching process. The reason for choosing reflective journals as the data collection tool is due to the suitability of their contents for the data criteria prospective for the research. The reflective journal engages the narration of reflection developing the comments on teaching experiences described into the details from those engaged in the teaching and learning events that occurred.

In this research, the researcher gave a Reflection test to the Thai EFL students as participants in this research. So, the Thai EFL students answered the questions in English, Indonesian or Thai language. They can choose the desired language to make the flow of their work unobstructed by language difficulties because journal writing itself needs a lot of energy and effort, mainly linguistic, cognitive and socio-cultural demands. In this research, the researcher used Reflection to know how Thai EFL students are responses about pre-service teachers and what are things that could make them engaged in the process of teaching learning during their field teaching practice in Indonesian classroom context. According to Mäeots, Siiman, Kori, Eelmets, Pedaste, and Anjewierden (2016), the essential quality of reflection is a cognitive process that can help with thinking, understanding and improving in the process of teaching practice.

### **3.5.2 Interview**

The second instrument to obtain data in this study was In-depth interview. An in-depth interview is a freely structured interview. It allows freedom for both the interviewer and the interviewee to find out additional points and change ways, if obligatory. In an in-depth interview, the researcher interviewed the Thai EFL students to get more detail about students' response about Thai EFL students engaged in the process of teaching learning during their field teaching practice. Interview conducted to gain hope-for that purpose. In-depth interview can also be known as one-by-one is a method of extracting more detailed interpretation or deep understanding the underlying motivations, beliefs, attitudes, and feelings of respondents on a particular subject. According to Turner (2010), in qualitative research specifically, interviews are used to overtake the meanings of central

themes in the world of their subjects. The main purpose of interviewing is the meaning and to understand what the interview says.

### **3.6 Data Analysis**

The data were analyzed qualitatively. The data was carried out by Thai EFL pre-service teachers. The content of the posts was analyzed by identifying and classifying the appearing themes in their posts. Samples of participants' entries included here were shown word for word. In analyzing the data, the researcher used several steps such as; collecting the data, preparing the data for analysis, coding the data and describing the data to be used in the research paper. In further, the following will reveal how the process of analyzing the data is obtained through Thai students' reflection and interview.

The first step was students' reflection. The researcher collected the data by Thai EFL students' reflection to analyze and check the result of Thai EFL students' reflection. After getting the results, the researcher moved to Ms. Excel and determined the category of how were Thai EFL students engaged in the process of teaching learning during their field teaching practice in Indonesian classroom context. Then, the researcher calculated of Thai EFL students' response. After calculating of Thai EFL students' answer, the researcher immortalized the data in this research.

The next step, the researcher interviewed them with the same question and did the recording. After getting the data from the participants, the researcher collected the recording and listened to the recording one by one to analyze how were Thai EFL students engaged in the process of teaching learning during their

field teaching practice in Indonesian classroom context. After that, the researcher calculated the Thai EFL students' response. Then, recording was taken away in the data of this research paper.

