

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 of the field teaching practice program setting as well as, justification for the participants' selection, the 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 a qualitative design to explore the teaching engagement of pre-service teachers in teaching English during a pandemic. A qualitative study aims to conduct a detailed exploration of the central phenomenon, which cannot be retrieved adequately from quantitative research (Creswell, 2012). It is also supported by Merriam & Grenier (2019, p. 6), that qualitative research is designed to understand the phenomenon from the participants' perspectives. On top of that, The present study is a service-based research, where the pre-service teacher in this study uses data taken from student service reports in the field teaching practice program. In line with this research, the researcher used the autoethnography approach to analyze the personal experience of the participant. It is in line with Chang (2012, p.18), that autoethnography is a research method where the

researcher use the data from their situated life story in order to gain an understanding of society through the unique lens of the self. In addition, this autoethnography study also has implications for learning, where it brings new experiences to its readers, which combines learning experiences, carrying out program and service activities, and undergoing research.

3.2 Setting

This research was conducted at one of the Islamic boarding high schools in Southeast Sulawesi, Indonesia. This Islamic boarding school is an educational institution that tends to be informal, which continues to accept the pre-service teacher to carry out the field teaching activities program during the pandemic. In addition, the researcher has selected three schools in Kendari city that are open in pandemic and doing offline teaching to become the place to do the teaching practice program. However, this Islamic boarding school is the only one school from three schools that accepted the researcher to do the teaching practice program. Moreover, the researcher's field supervisor has suggested this boarding high school be the place to do this program. Furthermore, this boarding school is quite close to the author's residence.

Hence, the committee of the program also asked the researcher to write reflections as part of the final report. For these reasons, the researcher is interested in making teaching reflection writing activities carried out in the field teaching activity program as a part of this research. Although this research will be

conducted in Islamic boarding high school, specifically this research was only conducted in grade 10 at the senior high school level.

3.3 Participant's Selection

Concerning the autoethnography study, the participant of this research was the researcher herself. The researcher was involved in this research and discovered her personal teaching engagement experience during her field teaching program amidst the pandemic. The researcher was an undergraduate student since 2018, and she has participated in the field teaching practice program for the 2020/2021 academic year. The researcher's experience as a pre-service teacher when participating in teaching activities in the field teaching program was her contribution to this research. The researcher involved herself in the field teaching practice program and wrote reflections on every teaching activity that she did in this program.

This program was last for 40 days starting from the first day after the provisioning day. The researcher conducted teaching activities for high school students once a week because the schedule of English courses is generally just once a week. Therefore, the total days of teaching activities that the researcher did were 5 days (five meetings). To pass this program, the researcher was required to submit five teaching journals during the program. At the end of each teaching activity, the researcher also wrote down the results of her teaching activities on a reflection that has been designed by the committee of this program. The reflection teaching journal is in the form of a reflection table that must be filled.

3.4 Data Collection

The data was collected from 5 days of reflective teaching journals and daily activity reflection entries in Indonesia. A reflective teaching journal is filled by the researcher based on a list of categories that have been available in the table, such as reflection on students' learning culture, and reflection on planning and implementing learning. For reflection on student learning culture, the researcher is asked to describe several things that are related to how students learn in the class, such as the awareness of independent student learning; the student's interest to do the assignments; students' participation in teaching and learning processes; and the attitude of responsibility and respect other students. However, in reflection of the planning and implementation of learning, the researcher only tells several things related to the teaching activities carried out, for instance, media used; selection of methods and teaching techniques; stages of learning processes accompanied by the advantages and disadvantages of each activity.

In addition, the researcher utilized the daily activity reflection to complete the data obtained from the teaching journal reflection. Daily activity reflection was a reflection activity conducted by the researcher every day for 40 days in activities field teaching program that not only contain activities but also the reason for carrying out these activities. However, in this case, the researcher only takes the data that contained teaching planning activities for 5 meetings, and data on the implementation of teaching in 5 meetings. So the total days taken by the researcher related to data are 10 days on daily reflection.

3.5 Instrumentation

This study used a reflective teaching journal and daily activity reflection as the instruments of the data collection. These instruments are considered by the objectives of this study, which is to allow the participant to reflect on topics or points that are being discussed retrospectively (Manen, 2014). The researcher wrote her reflections every day and every week after doing teaching activities that reflect on what events and activities have been experienced. Kohen and Kramarski (2012) describe reflection as an observation of one's own perceptions and actions. The researcher poured out the results of teaching reflections based on the reflection sheet guidelines distributed by the lecturers which contain categories that must be filled in by each student who participates in the field teaching program and include documentation in the form of pictures of activities carried out representing the reflection stories that have been written.

3.6 Data Analysis

All data were stored in documents that can be read and reviewed. The researcher repeatedly read both instruments of self-reflection, include teaching reflection and daily activity reflection to identify the common themes of the participant's reflectivity on her teaching plan, classroom activity, and evaluation for improvement (Loan, 2019). The researcher read and reread the data in order to gain familiarity with content (familiarization), or in this case, the point that related to the engagement context, and the entire data set coded (coding); all themes also reviewed in terms of coding; and finally all codes were

refined (Arslan, 2019). On top of that, Microsoft Office software was used in this research to code the data easier. Then, the thematic analysis was used that provides a highly flexible approach that can be modified for the needs of many studies, providing a rich and detailed, yet complex account of data (Braun & Clarke, 2006). Finally, the gained data described qualitatively and thematically.

In coding data, the researcher summarized the main idea within each reflection using Color Coding (Bianco, Schettini, & Gasparini, 2014). On top of that, this narrative study used Saldana's descriptive coding framework (2016). The summary data codes were compiled and collated into some themes in order to provide insights and a deeper understanding of what happened during teaching practice concerning the teacher's engagement. The theme that used concern based on the daily activity reflection and teaching journals reflection are designing and organizing, facilitating discourse, instructing, nurturing, motivating, and monitoring. However, after analysis data was conducted, the nurturing theme was not emerged, because there is not any supporting data related to it. Therefore, this theme was not deeper analyzed. Two kinds of pre-service teacher's reflections is read and categorized by the researcher using six colors and labels. Selecting, labeling, and colored coding each identified unit of analysis with appropriate categories such as designing and organizing (colored red), facilitating discourse (colored orange), instructing (colored green), motivating (colored purple), and monitoring (colored grey). The example of data is as follows:

Table 3.1: Example of Data Coding

No	Raw Data of EFL pre-service teacher's daily teaching activity reflection	Coding statement	Preliminary codes	Final Codes	Theme & Interpretation	Theme
1	Di pertemuan kelima, saya berencana untuk focus pada kegiatan presentasi yang akan dilakukan oleh para siswa dengan membacakan cerita yang telah mereka pada pertemuan sebelumnya. Setelah melakukan presentasi, saya akan meminta mereka untuk mengumpulkan kertas kesan dan pesan mereka terhadap diri saya pribadi dankelas bahasa Inggris saya. Selain merancang kegiatan, saya juga membuat video pendek dari awal saya masuk kedalam kelas hingga pertemuan ke empat sebagai persembahan dari saya untuk para siswa siswi saya. Video ini rencananya akan saya upload sebagai kegiatan penutup.	Di pertemuan kelima, saya berencana untuk focus pada kegiatan presentasi yang akan dilakukan oleh para siswa dengan membacakan cerita yang telah mereka pada pertemuan sebelumnya. Setelah melakukan presentasi, saya akan meminta mereka untuk mengumpulkan kertas kesan dan pesan mereka terhadap diri saya pribadi dankelas bahasa Inggris saya.	→Designing the teaching activities	→Designing Class Activity	→Teacher contrivingclassroom activities: form of designing teaching activities is to prepare teaching activities and exercises for students, such as introduction, ice breaking, & evaluating.	Designing & Organization
2	Hari ini, setelah membuka kelas, saya langsung menjelaskan kegiatan yang akan dilakukan, yaitu kegiatan presentasi yang akan dilakukan oleh para siswa dengan membacakan cerita yang telah mereka buat pada pertemuan sebelumnya. Setelah melakukan presentasi, saya kemudian mengajukan beberapa pertanyaan terkait dengan cerita yang telah dibacakan kepada siswa lain (dengan menggunakan Who, Where, When questions). Setelah itu, saya meminta mereka untuk mengumpulkan kertas kesan dan pesan mereka terhadap diri saya pribadi dankelas bahasa Inggris saya. Kemudian saya menyebutkan 5	Setelah melakukan presentasi, saya kemudian mengajukan beberapa pertanyaan terkait dengan cerita yang telah dibacakan kepada siswa lain (dengan menggunakan Who, Where, When questions). saya meminta mereka untuk mengumpulkan kertas kesan dan pesan mereka terhadap diri saya pribadi dankelas bahasa Inggris saya.	→Encourage students to speak →Collecting papers was conducted	→Encouraging to Speak →Guiding Class Exercises	→Teacher Encourage students to speak ask some questions to students related to the material so that students think critically and express their opinions independently →Teacher providingexercises followed bydirective. Providing learning	Facilitating discourse Instru

	<p>nama siswa yang saya anggap aktif dan memberikan kenang-kenangan untuk mereka berupa gelang yang bertuliskan kata 'Believe'. Sebelum menutup pertemuan, saya menampilkan video singkat mengenai kegiatan yang telah saya dan para siswa lakukan dari pertemuan pertama hingga pertemuan ke empat pada minggu kemarin. Saya juga menutup pertemuan dengan mengucapkan terima kasih atas partisipasi dan perhatian mereka dalam kelas saya, dan saya juga meminta maaf atas kesalahan yang saya lakukan baik di sengaja maupun tidak disengaja selama berada di pondok pesantren Al-Askar.</p>	<p>saya menyebutkan 5 nama siswa yang saya anggap aktif dan memberikan kenang-kenangan untuk mereka berupa gelang yang bertuliskan kata 'Believe'.</p>	<p>→Handing gift as the appreciation to students</p>	<p>→Appreciating Students</p>	<p>activities that followed by teacher' instructions aims to make clear what the exercise is and how to run it properly. For example, ask students to collect the papers.</p> <p>→Teacher appreciating the active students. Appreciating refers to the teacher's actions that aimed to encourage students to keep learning actively, such as giving gift.</p>	<p>cting</p> <p>Motivating</p>
<p>3</p>	<p>Kegiatan presentasi atau membacakan cerita didepan kelas akhirnya terealisasikan juga. Para siswa pada umumnya juga terlihat bersemangat menebak dan menjawab pertanyaan yang saya ajukan kepada mereka terkait cerita teman kelas mereka yang tampil didepan kelas. Kemudian, keadaan kelas menjadi lebih <i>hectic</i> karena para siswa berlomba mengumpulkan kertas pesan dan kesan yang telah saya bagikan sebelumnya. setelah itu, keadaan kelas menjadi lebih tenang, tertawa, dan mengharukan disaat saya memutar video singkat kegiatan pengajaran dikelas mereka. Pengajaran hari ini adalah yang terbaik menurut saya.</p>	<p>Para siswa pada umumnya juga terlihat bersemangat menebak dan menjawab pertanyaan yang saya ajukan kepada mereka terkait cerita teman kelas mereka yang tampil didepan kelas.</p> <p>Kemudian, keadaan kelas menjadi lebih <i>hectic</i> karena para siswa berlomba mengumpulkan kertas pesan dan kesan yang telah saya bagikan sebelumnya. setelah itu, keadaan kelas menjadi</p>	<p>→The learning excitement was showed.</p> <p>→The social excitement was showed</p>	<p>→Observing Students Behaviors</p> <p>→Observing Teaching Outcomes</p>	<p>→Teacher observing students' behaviors. Teacher observing students' behaviors refers to teacher activity in doing observation related to students' behaviors in learning class activity.</p> <p>→Teacher observing teaching outcomes. Teaching activities result refers to the</p>	<p>Monit oring</p>

		<p>lebih tenang, tertawa, dan mengharukan disaat saya memutar video singkat kegiatan pengajaran dikelas mereka.</p> <p>Kegiatan presentasi atau membacakan cerita didepan kelas akhirnya terealisasi juga</p> <p>Pengajaran hari ini adalah yang terbaik menurut saya.</p>	<p>→The learning goal was achieved</p> <p>→Brief conclusion</p>	<p>→Evaluating Teaching</p>	<p>Teacher's activities in doing observation to the learning exercises outcomes by listening to students' response to the activity carried out or observing how the activities done by students directly</p> <p>→Teacher evaluating recent teaching.</p> <p>Form of evaluating recent teaching is evaluate or review the teaching activities that have just been carried out regarding its strengths and deficiency in order to maximize subsequent teaching activities.</p>	<p>Designing & Organizing</p>
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3.7 Trustworthiness

Concerning that the students' original reflections could not be directly accessed, the data used in this research is the result of the final report of the field teaching practice program carried out by the researcher herself. In addition, the researcher has submitted the data which is incorporated as a final report to the field supervisor. Then, the data have re-checked by the supervisor and the assessment team, who later stated that the researcher pass the program. In addition, the researcher's field supervisor has stated that the reflections that the researcher writes are quite reliable and quite perfect for the researcher to use as data for this research. Once again, the researcher emphasizes that the data used is original data that cannot be contested and the information contained in the data cannot be added or subtracted.

