CHAPTER III

METHODOLOGY

This chapter consists of research design, setting and context, participants, instrument of the study, technique of date collection and technique of data analysis.

3.1 Research Design

This study used qualitative methods under purposive descriptive design that primarily aims to identify EFL pre-service teacher beliefs about vocabulary during teaching practice proposed at several schools in Kendari, Southeast Sulawesi, Indonesia. In this study, a qualitative research design was adapted to gain or add deep knowledge about the EFL pre-service teachers' beliefs about vocabulary. Utilizing the questionnaires and reflection provided an overview of the participants'' experiences and views as a guiding force for this research; it estimated that qualitative data collection and analysis methods were collected research content effectively. As for this research, it was illustrated the EFL pre-service teachers' beliefs about vocabulary after conducting teaching in a real classroom.

3.2 Setting and Context

This study conducted at a university in Southeast Sulawesi, Indonesia. It focused on students majoring in English, especially in the sixth-semester academic year 2019/2020. These students experienced teaching English in real classes at

several schools in Kendari, Southeast Sulawesi. There are 11 schools assigned to 6th-semester English majors to this pre-service teaching program.

3.3 Participants

In selecting 25 participants, the researcher used purposive sampling with the following indicators; 1) sixth semester students majoring in English Education at Kendari University, 2) students who have completed the 2019/2020 Pre-Service Teaching program. 3) students who have bid for PLP II courses in the current semester. The participants consisted of three men and twenty-two women. Three males were selected based on fulfilling the above criteria, as were twenty-two females selected. They were chosen because they have met the 3 criteria above, so they can participate as participants in this study. Based on the existing population, students majoring in English in the sixth semester were dominated by women. They are between 21 and 22 years old.

3.4 The instrument of the Study

The data for the study collected using two instrumentations:

3.4.1 Questionnaire

The first instrument was a questionnaire to figure the EFL pre-service teachers' beliefs about vocabulary. The questionnaire is one of the instruments used to investigate by asking some questions in a written form. (Zohrabi, 2018) states that questionnaires doubtless one of the main sources of gaining data in any research strive. I used the questionnaire distributed to the sample to know the pre-service

teachers' beliefs about vocabulary after engaging in the teaching field. The questionnaire used in this study is adapted from (Bidhan, 2010) It used the Likert scale, in which the subjects were asked to choose their responses from the following options: Agree, strongly agree, neutral, disagree, and strongly disagree. The indicators of the questions use based on the Belief about language learning inventory (BALLI) (Abdolahzadeh & Rajaee Nia, 2014), such as -language learning aptitude -the difficulty of language learning -the nature of language learning - learning, and communication strategies.

Table 3.1. *Indicators of questionnaire*

Indicators	Specifications
Language learning aptitude	Item 1, item 2, item 11, item 16
Difficulty of language learning	Item 4, item 5, item 7
Nature of language learning	Item 3, Item 13
Learning and communication strategies	Item 6, item 8, item 9, item 10, item 12, item 14, Item 15

Source: Susanti (2019)

3.4.2 Students' Reflection

The second instrument was reflection. Reflection used to see how the EFL pre-service teacher's beliefs about vocabulary after being exposed in a real class.(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, Reflective journals expressed the thoughts, ideas, feelings, and reflections of participants (Davut Göker, 2016). Most reflective journals used for qualitative research, where they were used to validate research procedures. This reflection directs EFL pre-service teachers to rethink their beliefs about vocabulary teaching after being exposed to the field of teaching English.

These reflective indicators were adapted from (Calderhead, 1981) regarding their beliefs that guide their decision-making, behavior, and interactions with students. The scopes of teacher beliefs are divided into three areas:

1. Beliefs about how to teach

2. Beliefs about individuals and their teaching roles, and

3. Beliefs about teaching

This belief must be simultaneously involved when a teacher decides to become a teacher, and the teacher must use it when they teach in the classroom to get the best results.

3.5 Technique of Data Collection

Collecting data was an important part of study research to find the information which needs in research. Well-chosen and well-implemented methods for data collection analysis were very important for all types of evaluation in research.

To found the data about what are EFL pre-service teachers' beliefs about vocabulary, the researcher used some method to collect the data. There were two steps to collect the data. Further, to observe the data of EFL pre-service teachers' beliefs about vocabulary skills, the researcher creates the data by questionnaire and reflective journal.

Initially, the researcher created at least thirty questions as the questionnaire and five questions of students' reflection related to the research. The researcher explained the instructions on how to answer the questions. Then, give them time to EFL pre-service teachers for at least two weeks. The researcher created the questionnaire at the Google Form and sent the link of the questionnaire through the WhatsApp application. After giving the questionnaire, the researcher gave a week to answer the questions of students' reflection. This research was conduct from December 2020 to January 2021. After analyzing the thirty items of this questionnaire, the researcher decided to reduce the questionnaire items that have similar items. So, the items used in this research questionnaire were sixteen items.

3.6 The Technique of Data Analysis

Researchers used descriptive qualitative methods. (Creswell, Hanson, Clark, & Morales, 2007) states that qualitative research is a means to explore, understand the meaning of a group or individual that is considered a human or social problem. So, qualitative descriptive is a research method that is measurable, actual, and very accurate because the result was explained in great detail. Then the results are presented in the form of a fact-based research report. Besides, the researcher also

designed a descriptive method, which a research method that seeks to describe and interpret an object based on facts and reality. The descriptive qualitative method is a type of research that focuses on descriptions and does not have numerical data, and this method uses to find out the teacher's beliefs about vocabulary. The researcher was collecting, reading, and highlighting the responses of each relevant participant for analysis. Researchers use pseudonyms (numeric usage) at the transcription stage. While the pseudonym used is "PT" Pre-Service Teacher.

The researcher used several steps to analyze the data, such as; collecting data, preparing the data for analysis, coding the data, and description to use in the research paper. The first step is a questionnaire. The researcher collected the questionnaire answers to analyze EFL pre-service teacher answers by checking the data. After obtaining the data, the researcher moved to Ms. Excel and determined the category of EFL Pre-service teacher beliefs about vocabulary.

The next step, after collecting the questionnaire answers, the researcher spread the reflection questions. While waiting for collecting the reflection answers, the researcher began to analyze the questionnaire and group them into predetermined indicators by predetermined highlights. After getting the data from EFL pre-service teacher then the researcher collected the answers, the researcher analyzed the pre-service teachers' beliefs about vocabulary, and the researcher calculated EFL pre-service teachers' response, the researcher also used pseudonyms at the transcription stage. The pseudonym used is "PT" as the pre-service teacher.

This Analyzing was done by coding the data from the questionnaire and reflection. Data from the questionnaire and reflection were given code to help the

researcher to identify the data. Data from reflection were coded to help researchers identify the data. In coding the data, the researcher used thematic coding (thematic analysis). Thematic coding is a way to analyze data in order to identify patterns or to find themes through data that has been collected by researcher. Besides, pre-service teachers' reflection was categorized based on the theme that decided by the researcher (Braun & Clarke, 2006).

In addition, after coding the data the researcher classifying all sufficient data based on category. The researcher began to make a classification based on pre-service teachers' answers from questionnaires and reflection. After classifying the data, the researcher interprets the data, gives the meaning to information, evaluates, concludes, responded appropriately, and predicts the result, identification, and evaluation.

Table 3.2. *Sample of Data Coding and Categorization (initial coding data)*

NO	PARTICIPAN	Q3	Good	Not Good
1	PT 1	The vocabulary of the PLP teacher is quite good, but before teaching vocabulary, we need to study more deeply the vocabulary that we will teach. Both the meaning and the mention. So, I don't teach the wrong things to my students.	1	
2	PT 2	In my opinion, the PLP II teacher's vocabulary is quite good. Before being applied in the classroom, the teacher prepares the vocabulary that will be applied in class. So that students also feel ready to learn because we are an example for students.	1	

3	PT3	PLP teacher's vocabulary is not good. Our vocabulary must be frequently trained and expanded. In order to make us in teaching can use it varied.		1
4	PT 4	Vocabulary is very important, especially as teachers we need to have skills in vocabulary. With vocabulary also students can understand what we convey and vice versa.	1	
5	PT 5	I think the teacher's vocabulary is good enough to be taught in class. The main reason is because in addition to having vocabulary, the teacher also knows how to pronounce and write the vocabulary.	1	
6	PT 6	It is undeniable that PLP teachers are also not perfect in pronunciation and knowledge of a lot of vocabulary. sometimes the teacher needs a dictionary to know it but the teacher's vocabulary knowledge is applied in the classroom, I think they master a lot of vocabulary because PLP teachers only deal with students whose vocabulary skills are not as good as PLP teachers. so I think the PLP teacher's vocabulary is quite good. it's just that if the vocabulary that is owned is rarely used, the teacher's vocabulary ability is also quite low. it all depends on each individual in using vocabulary.	1	
7	PT 7	In my opinion, PLP II teachers must be good at predicting roughly what vocabulary will be needed in their learning later. That way, the teacher will find it easier to prepare vocabulary before it is applied in class.	1	

8	PT 8	In my opinion, the plp 2 teacher's vocabulary must be good at predicting what vocabulary will be used in the learning that will begin. This will make learning easier in the classroom.	1	
9	PT 9	I think they have a lot of vocabulary so they are able to interact well using English.	1	
10	PT 10	In my opinion, the vocabulary of the PPL II teacher before being applied in the classroom should be better understood because the words are used according to the context. so it is very important to understand the meaning of the word and its use.		1
11	PT 11	Not good, even the students don't know how to use the dictionary properly when looking for vocabulary in the dictionary. They only write vocabulary but are not memorized or learned at the next meeting.		1
12	PT 12	In my opinion, the PPL II teacher's vocabulary is quite good because they adapt to the needs of students of course and the selection of interesting vocabulary will motivate students to learn	1	
13	PT 13	I don't really understand the meaning of this question. What does the plp teacher's vocabulary mean? Before entering the class, as a plp teacher we must even prepare the vocabulary that will be taught to students in class. Not only preparing, but mastering a lot of vocabulary because the role of the plp teacher here is as a medium of giving or teaching.	1	

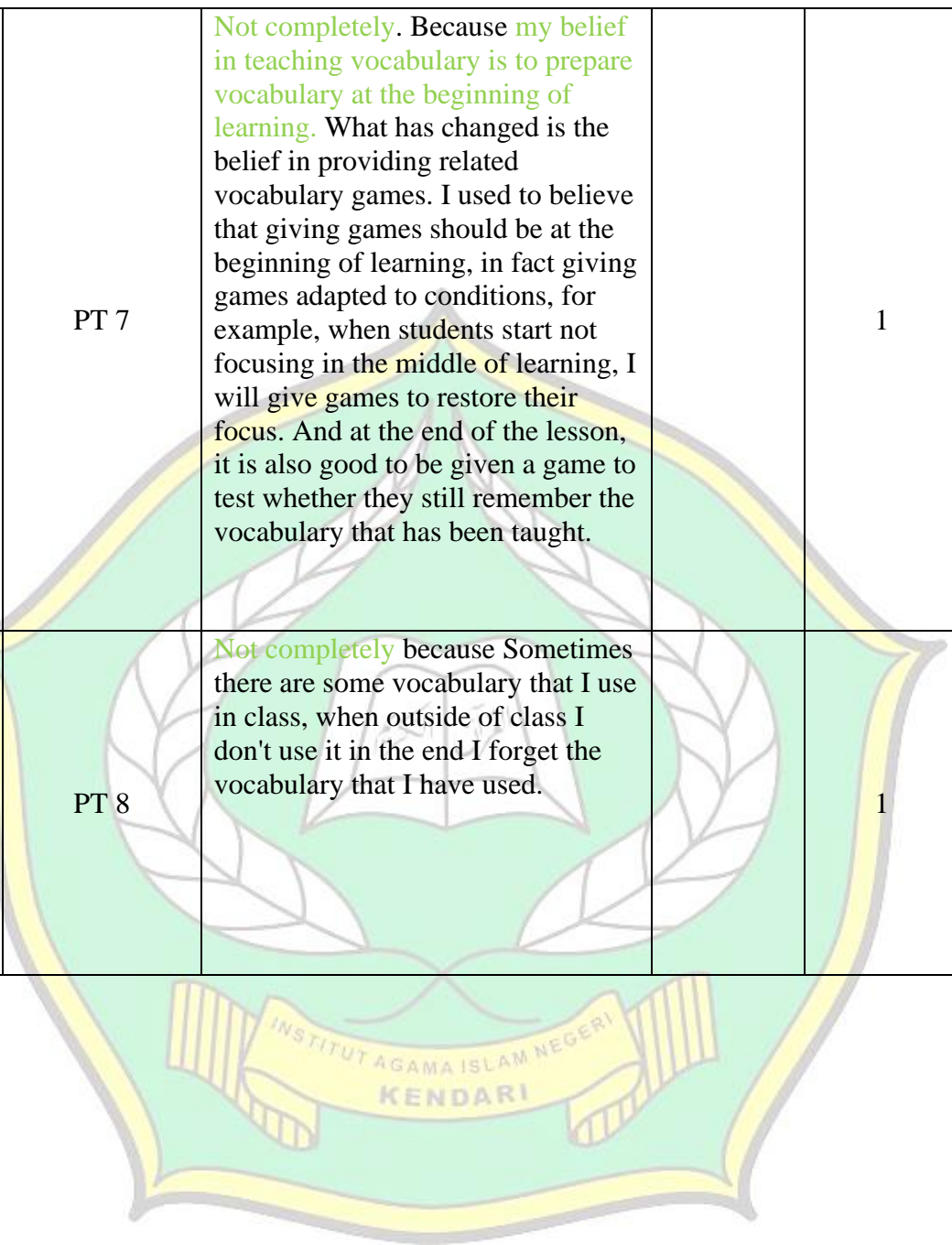| 14	PT 14	In my opinion, teachers must first master or learn the vocabulary they will teach their students	1	
15	PT 15	My opinion about the PLP II teacher's vocabulary before being applied in the classroom is good. because I prepare carefully the vocabulary that will be given to students. The vocabulary must be related to the material to be taught and the teacher also needs to learn the meaning and procedures for using the vocabulary.	1	
16	PT 16	In my opinion the vocabulary of a PLP teacher is lacking, but a PLP teacher must have a lot of preparation, one of which is the readiness of vocabulary in English even though the vocabulary possessed by a PLP teacher is not much, but at least he can still provide the vocabulary he knows to the students, the rest the teacher can also teach vocabulary to students while learning vocabulary for himself.. because according to my personal experience, I also teach vocabulary to students while increasing my own vocabulary.		1
17	PT 17	My opinion about the teacher's vocabulary, of course, the teacher must have a better understanding of the aspects of vocabulary, speaking, writing, etc. so that they can teach that understanding in the classroom.	1	
18	PT 18	In my opinion, when a PLP teacher will teach directly in the classroom, the teacher must have a lot of preparation, one of which is the readiness of vocabulary in English, at least the teacher can still provide vocabulary to students. the rest of the teachers should also be able to teach vocabulary to students while learning.	1	

19	PT 19	Previously, students did not really know the vocabulary related to objects in the classroom, but after the PLP 2 teacher implemented a system of memorizing vocabulary before starting learning the students gradually learned the vocabulary inside and outside the classroom.	1	
20	PT 20	In my opinion, the teacher's vocabulary is good, because before teaching in class I prepare as well as possible so that I can teach smoothly and confidently.	1	
21	PT 21	In my opinion, before being implemented, teaching vocabulary must be really prepared and mastered as a teacher by using interesting media and teaching methods/strategies so that students do not get bored and are able to store the vocabulary in memory.	1	
22	PT 22	I think that the vocabulary skills of PLP II teachers need to be improved before doing classroom teaching. In this case, the teacher needs to learn as well as possible about all knowledge related to vocabulary learning, such as how to pronounce good & correct, for example. Before vocabulary is applied in the teaching process, it is better for the teacher to adjust the level or level of the vocabulary to the needs and abilities of the students. So, this learning process does not burden the students.	1	

23	PT 23	PLP II teachers have more vocabulary than students in general. The teacher also knows how to use the word in several sentences. So that when in class, if students have difficulty understanding the vocabulary being taught, the teacher will easily provide explanations to students.	1	
24	PT 24	Regarding the readiness of the teacher's vocabulary when going to teach. I think it is quite good. the teacher mastered the vocabulary related to the material he would teach, it doesn't matter if the teacher does not master a lot of vocabulary but as a language teacher it is obligatory to learn a lot of vocabulary so that if there are students who ask about vocabulary outside of the teaching material he can explain the vocabulary	1	
25	PT 25	I think the teacher's vocabulary is good enough to teach in high school. The general vocabulary has been mastered enough so that it can be taught in the classroom.	1	
		TOTAL	21	4

NO	PARTICIPAN	Q4	Keyakinan Guru Berubah	Keyakinan Guru Tidak Berubah
1	PT 1	Yes. My beliefs changed. Because when I do microteaching in class with my friends, my class is very smooth because the people I teach already have a fairly adequate vocabulary. Then, when I directly teach high school students	1	

25

2	PT 2	Yes, because previously I was afraid and not confident to teach vocabulary directly in class, with my vocabulary that is not so much. However, with my earnestness in studying and preparing my teaching. Thank God, I was able to go through it and teach it to them.	1	
3	PT3	Not. Still have to learn and increase vocabulary. Understanding other implied meanings is very important.		1
4	PT 4	Yes. Because every student has different abilities. Therefore, I teach using certain methods so that all my students can.	1	
5	PT 5	I think my belief remains because I did the same way as what I had planned as before. In my teaching, I still believe in the way that I teach students will understand in teaching vocabulary.		1
6	PT 6	Yes, because after I teach I feel successful I have done many things or used a good strategy in increasing students' vocabulary. I also see that students are affected by teaching vocabulary in class as they are easier to understand some meanings of English vocabulary, besides that they are also quite able to pronounce English vocabulary.	1	

7	PT 7	Not completely. Because my belief in teaching vocabulary is to prepare vocabulary at the beginning of learning. What has changed is the belief in providing related vocabulary games. I used to believe that giving games should be at the beginning of learning, in fact giving games adapted to conditions, for example, when students start not focusing in the middle of learning, I will give games to restore their focus. And at the end of the lesson, it is also good to be given a game to test whether they still remember the vocabulary that has been taught.		1
8	PT 8	Not completely because Sometimes there are some vocabulary that I use in class, when outside of class I don't use it in the end I forget the vocabulary that I have used.		1

9	PT 9	No, I think that traditional vocabulary teaching is also good to use, such as the method of memorizing vocabulary. Because as we know that today's children must be monitored in order to learn well, so the HAL memorizing method can increase their vocabulary list. As for the modern HAL method, it is also very good because children will not feel bored, such as using flash cards, or vocabulary games, it can also help students to improve their vocabulary skills.		1
10	PT 10	Yes. Previously I thought that teaching vocabulary was quite easy to do. However, after going straight into the field I had difficulty in teaching vocabulary. In the class there are many students who also have different personalities and abilities. Moreover, class conditions are often not conducive. This is a challenge for me in teaching vocabulary. I need more effort in making my students understand the material I teach.	1	
11	PT 11	Yes, it's quite changed because I made a rule before starting the lesson to memorize where their vocabulary has reached. For this reason, the students were very enthusiastic about memorizing it because of the pressure to get good grades from the teacher.	1	

12	PT 12	My vocabulary teaching beliefs have changed as a result of classroom teaching, from teaching concepts and vocabulary that students need according to	1	
13	PT 13	Yes. Slightly changed. Starting from the vocabulary that I just found, to the vocabulary that I just found the meaning. Through this teaching process, I and the students of course learn together even though my role here as a teacher does not mean that my role is only to teach, but while learning from what I teach and what I get from the students in class.	1	
14	PT 14	Yes, I used to think that learning vocabulary is not that important. but after following PPl I realized that vocabulary is a very important thing that must be mastered by students when they are learning a language.	1	

15	PT 15	Yes, this is because teaching vocabulary is not as easy as I imagined before, when I teach directly, there are many things I have to prepare before teaching vocabulary, for example I have to prepare vocabulary according to the material I teach, I I also have to know the meaning and how to use it and I have to think about what method I should use so that they are interested and understand the vocabulary I will teach.	1	
16	PT 16	Yes, first, before I taught in the classroom I thought that vocabulary should not be taught continuously to students because I think that students already have a lot of vocabulary in English because they have been studying English since they were in junior high school. However, when I teach in the classroom, I realize that at this time vocabulary must be continuously taught in schools because in reality most of the students only have a little vocabulary in English because they are more dominant in using Indonesian. So, I always associate and combine vocabulary learning with other English ski lessons.	1	

17	PT 17	Yes. As long as I was a student I always had the belief that the teacher was a very smart person and knew all the vocabulary in English, but after I taught my beliefs changed because I myself realized that my understanding of vocabulary is still lacking and there is still much I need to do. learn	1	
18	PT 18	Yes, my belief changed after I taught in class. Because it turns out that learning vocabulary is not only about memorizing words in English, but also learning to understand the meaning.	1	
19	PT 19	Yes, with vocabulary we can provide information to other people.	1	
20	PT 20	I feel my vocabulary has increased after teaching in person, because I feel I have to be a good teacher so that every preparation I prepare increases my vocabulary and confidence.	1	
21	PT 21	My belief in this regard has not changed at all that vocabulary teaching should be done by incorporating interesting media and strategies, such as games or flashcards.	`	1

| 22 | PT 22 | Yes, it has changed. I think that teaching vocabulary in the classroom directly is much more difficult than just learning it. Why is that, of course, when I became a teacher, I had to carry out two processes that had the same weight, namely, learning and teaching. For me, teaching vocabulary requires persistence and fluency to help students understand each new word, how to pronounce it, even how to use it in the right context. On the other hand, many vocabularies have the same meaning, but again they are used differently in sentences. These things make me think that teaching vocabulary is a challenging thing. Yes, in front of the teachers there are many students who are guided to start the basic introduction of a foreign language (English) through this vocabulary learning. | 1 | |
| 23 | PT 23 | Significantly, my beliefs changed. I teach in the classroom, of course, many students ask questions about vocabulary, as a teacher, I have to give students a good understanding. So that students can understand the vocabulary that I teach. So I have to keep trying to improve my vocabulary well. | 1 | |

24	PT 24	In my opinion, teaching vocabulary is not as easy as preparing the vocabulary, when we prepare vocabulary to be taught it usually changes when we teach it directly, for example we prepare only 20 vocabulary to be taught but when teaching in class it will usually increase because students ask to be taught other vocabulary	1	
25	PT 25	Yes, I used to believe that vocabulary was memorized, but after I taught, it was better to learn vocabulary through reading.	1	
	TOTAL		19	6