CHAPTER III

METHODOLOGY

This chapter will present the research methodology, which contains information on how the researcher conducted this study. This chapter consists of the research design, setting and context, participants, instrument of the study, data collection, and data analysis.

3.1 Research Design

This qualitative study uses a narrative design (Clandinin & Connelly, 2000). It aims to explore the challenges EFL pre-service teachers face in designing tasks during their field teaching practice. In conducting research, the researchers often used the narrative approach. This approach focuses on the narratives that people tell to explain and characterize various parts of their lives (Butina, 2015).

3.2 Setting and Context

This study involved EFL pre-service teachers of the English Education Department at one of the Islamic higher institutions in Southeast Sulawesi, Indonesia. These EFL pre-service teachers are in the fifth semester and have implemented a teaching practice program. In teaching practice, EFL pre-service teachers must design tasks for each of their teachings in the classroom, but they always encounter challenges when designing it. So this is the reason why the

researcher wants to do more in-depth research on this issue, and it becomes the topic of her study.

3.3 Participants

The participants who participated in this study are six EFL pre-service teachers in the fifth semester from the English Education Department at an Islamic higher institution in Southeast Sulawesi who have implemented a teaching practice program. The six participants in this study are all females. The researcher recruited the six EFL pre-service teachers as participants because they designed tasks for students during their field teaching practice. So, the researcher expects them to be able to answer reflection questions well, including all the data the researcher needs. The data of participants can be seen in Table 3.1.

Table 3.1 Participants' Data

Name	Gender	Age	Tasks Designed
DM (P1)	Female	19	The task/activity I designed while teaching during PLP II was memorizing English verbs (material for kindergarten and elementary school children). First, I provide verb material using interesting flashcards containing pictures and writing, PPT slides, and videos and write them on the blackboard. After that, I gave exercises to memorize vocabulary, guessed vocabulary based on pictures on flashcards, and completed domino cards that I made in groups. After they finished, I rewarded them evenly, even though some were lacking.

Name	Gender	Age	Tasks Designed
CV (P2)	Female	19	One of the types of activities that I designed during PLP II was presenting the topic of professions and jobs in groups. I first introduced the names of professions and jobs in English in this activity. Then I divide the students into several groups and give a question or problem to the students, then they will discuss it in groups. After the discussion, I ordered them to present the results of their discussion in front of the class, and then the other groups asked questions to the group that was presenting.
H (P3)	Female	19	The task/activity I designed during PLP 2 was memorizing the alphabet in English. I explain the topic of the material that students will learn and explain in advance the things that students need to achieve in this lesson, namely that students are expected to know the alphabet in English and be able to spell their names using the alphabet. After that, I gave materials and explained how to pronounce the alphabet correctly, and they repeated it after me. Lastly, I asked them to write their name and spell it out with the English alphabet sound.
HF (P4)	Female	19	During PLP II, I used the playful learning model. This learning model prioritizes student activity. Namely, students learn more actively as if they were playing to create an interesting and not boring learning process. One of the types of tasks/activities I design for students through this method is to name colors in English. First, I showed the vocabulary sheet about colors to the students and asked them students to read the vocabulary in English. After that, I gave an example of the correct pronunciation of color vocabulary in English, and the students followed it. Then, I show a Youtube video about colors and ask students to remember the colors. After that, I asked the students to individually mention the colors in the video they had watched in English.

Name	Gender	Age	Tasks Designed
ST (P5)	Female	20	During PLP II, I used the Cooperative Learning model. Through this cooperative learning, students can study together and discuss or exchange ideas related to the studied material. In addition, this activity involves students helping each other in learning and doing assignments toward a common goal. The type of activity that I designed in this cooperative learning activity was making procedure text. First, I explain the meaning and examples of procedure text. Then, I divide students into several groups to discuss together regarding the material that I have explained. Afterward, I asked students in each group to make examples of procedure text with different themes.
VH (P6)	Female	20	While doing PLP 2, I designed tasks/activities in the class, such as saying the names of objects in the classroom (things in the room) in English. Before entering the material, I first explained the topic and learning objectives to students. Then, I wrote down some vocabulary about things in the room on the blackboard and explained it to the students. After my students can understand what I'm saying, I ask students to mention again some of the vocabularies they understand in English. They did this activity one by one in front of the class. Before ending the class, I allowed the students to ask if there was anything they didn't understand from the lesson I was teaching.

3.4 Instrument of the Study

The instrument used for this study is reflection. Reflection writing allows students to think and reflect on their thoughts, feelings, experiences, personal values, and beliefs (Farrah, 2012). This study used reflection as a guide to finding out information needed by the researcher from participants. Reflection gave in the

form of questions related to the research topic. In reflection, EFL pre-service teachers answer questions about their challenges in designing tasks during field teaching practice.

The questions in the reflection consist of four points, namely: 1) What types of tasks/activities did you design during PLP II?; 2) What are the challenges you face in designing tasks/activities in class during PLP II?; 3) In your opinion, how difficult are the challenges in designing tasks/activities in class during PLP II?; and 4) How did you overcome the challenges in designing tasks/activities in class during PLP II? (Adapted from Farias & D'Ely, 2020)

In this reflection question, the researcher intends to explore more specifically the EFL pre-service teachers' challenges in designing tasks during teaching practice through the answers to questions they explain. They answer reflection questions using the Google Form that the researcher has provided.

3.5 Data Collection

The researcher collected participants' data using reflection. The reflection contains questions that must answer by six EFL pre-service teachers who have designed tasks during field teaching practice. The researcher created it in the Google Form and shared the link via WhatsApp application to facilitate the classification of all answers from participants. Participants write their reflection answers in Indonesian to make it easier for them to express their challenges using their language. After finishing, the participants confirmed to the researcher their reflection answers through personal chats on the WhatsApp application.

3.6 Data Analysis

The researcher used several steps to analyze the data of participants'
reflections: collecting data, preparing data for analysis, reading the data, coding
the data, and coding the text for themes and descriptions to be presented in the
finding section (Cresswell, 2010). The researcher used thematic coding (thematic
analysis) in the reflections data. Thematic coding is a technique for data analysis
that helps researchers find themes or patterns in the data that researchers collect
(Braun & Clarke, 2006). Thematic coding aims to understand participants'
narratives related to their challenges in designing tasks during field teaching
practice.

The data collected was recapitulated in Excel. After recapitulation, the data
were analyzed by coding and categorizing to find the themes. The participants'
data were categorized based on Cummins' (1981) framework. Cummins proposes
two elements to consider in designing tasks: contextual relevance and cognitive
difficulty. Furthermore, the researcher coded the data using color to make it easier
for the researcher to classify all of the data from participants' reflections. An
example of data coding can be seen in Table 3.2.

Table 3.2 Example of Data Coding

Question 2			
Raw Data	**Coding**	**Categorization**	**Theme**
The challenges I faced in designing tasks during PLP II was selecting tasks that are appropriate to the students' abilities because in one class students' abilities are different. So I have to be careful when designing it.	The challenges I faced in designing tasks during PLP II was selecting tasks that are appropriate to the students' abilities.	Cognitive Difficulty (Challenges in selecting tasks)	Challenges in Designing Tasks
My challenges in designing tasks during PLP II were choosing material for tasks that were interesting and not boring for students because the students I teach are in elementary school.	My challenges in designing tasks during PLP II were choosing material for tasks that were interesting and not boring for students.	Contextual Relevance (Challenges in choosing material)	Challenges in Designing Tasks

Notes:

Yellow   : Cognitive Difficulty

Pink   : Contextual Relevance

(Adapted from Braun & Clark, 2006)