CHAPTER III

METHODOLOGY

This chapter presents the research design, setting, context, participants, instrumentation, data collection, and data analysis.

2.1. Research Design

In this study, the researcher used qualitative research to analyze the data. Qualitative research is an interpretative approach that attempts to gain insight into the specific meanings and behaviors experienced in certain social phenomena through the subjective experiences of the participants (Palmer & Bolderston, 2006). Thus, qualitative research will help the researcher to gain information concerning participants' awareness of their teaching beliefs by analyzing and interpreting the data.

2.2. Settings and Context

This study was conducted in the sixth semester of the English Education Department students Batch of 2017. The EFL pre-service teacher students mostly follow field teaching practice in the sixth semester. After the field teaching practice, EFL pre-service teachers can reflect how their experience and beliefs in teaching. Thus, the researcher attempted to investigate participants' awareness of their teaching beliefs shifted after teaching in the real class during field teaching practice.

2.3. Participants

The technique in recruiting the participants was using purposive sampling in which this research involved English Department students in the sixth-semester batch of 2017. The participants are from Class A and B which are 15 EFL students from class A (2 males, 13 females), while the participants from class B consisted of 5 EFL students (1 male, 4 females). The participants are English pre-service teachers who have been following field teaching practice programs at schools in Kendari, where they did their first teaching in real classes.

Table 3.1 Participants' demographic data

No.	Participants	Gender	Assigned School
1.	DPS	Female	Senior High School
2.	AA	Female	Vocational High School
3.	AD	Female	Senior High School
4.	SW	Female	Junior High School
5.	Rk	Male	Vocational High School
6.	P	Female	Junior High School
7.	Ns	Female	Senior High School
8.	NAA	Female	Vocational High School
9.	Rs	Female	Senior High School
10.	RS	Female	Senior High School
11.	RE	Female	Vocational High School
12.	KW	Male	Senior High School
13.	NE	Female	Senior High School
14.	VF	Female	Vocational High School
15.	UKS	Female	Junior High School
16.	AR	Female	Vocational High School
17.	MF	Male	Senior High School
18.	KR	Female	Junior High School
19.	AA	Female	Junior High School
20.	TAS	Female	Senior High School

Moreover, the researcher recruited the students who are considered willing to be the participants in this study. Besides, the chosen participants have high respect for other peoples' research, thus they can be cooperative for this research. The researcher does not recruit students who are on leave for higher education because found it difficult in communicating with them. Therefore, the researcher recruited 20 EFL students from the two classes in agreement with another researcher. All participants' Demographic data were available in the following table (see Table 3.1)

2.4. Instrumentation

In this study, the researcher used reflection to obtain the data. The reflection form will help the participant to think critically (Ortlipp, 2008) to reflect on, understand and analyze their thoughts, feelings, beliefs, and even action in the classroom during teaching. To see participants' awareness concerning the shift of teaching beliefs, the researcher provides the core question in the reflection form related to the significant differences between their teaching beliefs before and after carrying out the field teaching practice program. Then, the questions in the reflection form were in Bahasa Indonesia. The participants answered them in an essay that used Bahasa Indonesia to ease them and the researcher in obtaining the required pieces of information. Table 3.2 shows the example of questions in the reflection sheets with the categories.

Table 3.2 Sample of Questions of Reflection Sheet

Category	Sample of Questions of reflection Sheet
EFL student's awareness of teaching beliefs before field teaching practice	1. When you were in junior/senior high school, how do you think an English teacher should teach in a classroom? 2. During studying at the English Language Department, did you experience a change in your view of how English should be taught in the classroom? Explain why.
EFL student's awareness of teaching beliefs shifted after field teaching practice	1. Are your previous beliefs (at school or college) the same as your beliefs when you teach in real classes? If so, explain! 2. During teaching at school, do you have your own rules or actions to teach English in class? Why? 3. In your opinion, how should you (teaching beliefs) teach English in schools during PLP II? 4. Explain the most significant difference between your teaching beliefs before and after your field teaching practice.

2.5. Data Collection

The researcher collected the data by using participants' reflections. The reflections were in google form to ease the researcher to distribute it and gather the data in the pandemic era. The reflections in Google form were distributed to the participants via personal chat in WhatsApp to get deeper information

concerning EFL students' awareness of teaching beliefs shift. The participants were asked to write their reflections in Bahasa Indonesian to help them in finishing them easily. The participants had given a week to complete their teaching reflections and sent them to the researchers' WhatsApp number.

2.6. Data Analysis

In analyzing the data, the researcher used the steps by Creswell (2012). First, the data collected was then prepared to be analyzed. After that, the researcher read the data to check the completeness of information in participants' reflections while coding the text for themes and descriptions.

Moreover, the researcher used thematic coding by Braun and Clarke (2006). The researcher found the required data in the participants' reflections and then categorized them in Table 3.3.

Table 3.3 Sample of Categorizing Data (EFL Students' Beliefs before Field Teaching Practice)

Participants	Reflection	Category
P1	My previous teaching belief was that the teacher had to be smart in all things. But now I believe that teachers don't have to be smart first and then can teach. Because personally when I teach that's where I learn. According to my current belief, English teachers should be fun, have lots of experience, and can adapt to conditions.	Teacher as the source of knowledge

Participants	Reflection	Category
P2	The most significant difference between my teaching beliefs before and after field teaching practice is that before I only believe that by using various media and methods in the learning process, learning will go well but while undergoing field teaching practice I realized that it is not only the media and method factors it is not the main thing so that learning goes well but the communication that exists between students and students and between students and teachers is the main thing in the learning process besides that I also realize the importance of classroom rules and the importance of us knowing what our students need and in which part the students experiencing difficulties during the language class.	Teaching Media
P4	The most significant difference is the belief in the right learning method. I used to believe that teachers should be more active in giving instructions and materials to students and provide a lot of memorization. After I taught a real class during field teaching practice, students had to be more active and the teacher directed students to study material students were free to choose who and how the learning strategy would be assisted, but the teacher still had to support, monitor, and control students.	Teaching Strategy
P5	When I was in high school I thought that an English teacher had a lot of knowledge of English and spoke English fluently to his students. Some of the English teachers I met were also very pleasant in transferring material to students.	Teacher as the source of knowledge
P6	Before I did field teaching practice I was always worried and not confident enough to explain the material well and also worried if I couldn't answer questions from the students. However, after I finished field teaching practice, it turned out that I could explain the material very well and could answer students' questions. I believe that I can do anything well if I believe in myself.	Teaching performance
P7	The difference is before field teaching practice I believed that I could apply all my knowledge of English correctly to students with interesting teaching methods, after field teaching practice it was not as I thought. I believe some things can improve students' English but are not evenly applied.	Teaching strategy

Participants	Reflection	Category
P8	Of course, it's much different, which <u>before carrying out it was still less structured and directed because it was made without a detailed image of the picture of teaching in real schools,</u> but after coming down directly, we already have the experience that makes us know what actions and teaching beliefs need to be done and repaired and improved. Like in schools, there is an education system and curriculum that has been set by the school. So automatically we who are PLP students must make teaching beliefs according to the intended school.	Teaching strategy
P9	<u>The most significant difference is that before the internship, I thought that the English teacher should be fluent in English and master the material</u>, but after field teaching practice I understood that teaching English is not based on fluency and mastery of the material, but how the teacher should be able to handle the character of each student. different levels of understanding they vary. Some are slow and some are fast. So this teacher must get to know his students by using various teaching strategies to keep the boredom of students away on condition that it is balanced with games.	Teacher as the source of knowledge
P12	The significant difference is that I can improve my way of thinking about how to teach good and correct English. <u>Before field teaching practice I was still thinking in general in classroom management.</u> I think that in teaching we must be able to control the class well, such as making noisy students calmer so that the material being taught can be understood well. but after field teaching practice I have understood specifically the activities that the teacher must do in the classroom such as creating a good atmosphere, being obliged to know the needs of students, and preparing learning materials well.	Teaching Strategy
P16	Previously, I used to think that an English teacher teaching in class should be smart by mastering all the material and having a good disposition.	Teaching Attitude

(Adopted from Braun & Clarke, 2006)

Table 3.4 Sample of Categorizing Data (EFL Students' Beliefs Shift after Field Teaching Practice)

Participants	Reflection	Category
P1	My previous teaching belief was that the teacher had to be smart in all things. But now I believe that teachers don't have to be smart first and then can teach. Because personally when I teach that's where I learn. <u>According to my current belief, English teachers should be fun, have lots of experience, and can adapt to circumstances.</u>	Teaching Attitude
P6	Before I did field teaching practice I was always worried and not confident enough to explain the material well and also worried if I couldn't answer questions from the students. <u>However, after I finished field teaching practice, it turned out that I could explain the material very well and could answer students' questions. I believe that I can do anything well if I believe in myself.</u>	Teaching performance
P10	The most significant difference between my teaching beliefs before and after field teaching practice is that there is nothing significant because I have always thought that <u>teachers should be creative</u>, to make students understand, they don't have to be angry, they don't have to beat and they don't have to hate because of that. all will be in vain, the students will not understand anyway. <u>We should think about what method or method we should do</u> to attract the attention of students who were lazy to study to become diligent, so we can use interesting media, and apply interesting games so that students are not sleepy or bored and that is more or less the same as my belief now.	Teaching Attitude, Teaching Strategy & Teaching Media
P11	My teaching belief before field teaching practice was that I should become a teacher who mastered a lot of English vocabulary, <u>but after field teaching practice I felt that we should prepare good and interesting learning media</u> for students so that students do not feel bored in class.	Teaching Media
P14	Previously I thought that teaching practice would not be too difficult to do but after going through <u>it turned out to be very difficult and had to think of many strategies to teach students</u>	Teaching strategy

P18	Significantly the difference in my teaching beliefs before field teaching practice was that I felt that students already had a lot of vocabulary because I thought students had a lot of media to support their learning, especially in the field of English studies. <u>Meanwhile, after doing field teaching practice, I realized that their vocabulary was very limited, so I realized that the media available today does not guarantee the fulfillment of their vocabulary.</u>	Teaching Media
P19	When I started teaching, especially during the field teaching practice at school. I realized that being a great and good teacher is not enough. So, as a prospective teacher, I need guidance as my foundation to become a good educator. <u>Because being a teacher is a big responsibility.</u> What you teach today can affect someone's future.	Teaching Attitude
P20	Yes, at this point, I need to think about how to <u>deliver material in teaching that is appropriate to the conditions, needs, and learning styles of students in the classroom,</u> so that what I teach them can be well received and produce a better understanding of the material. This means that I have to adjust myself in entering a new teaching area, namely meeting students with different levels and of course, the teaching approach I use is also different<u>, including the learning method.</u>	Teaching Attitude & Teaching Strategy

(Adopted from Braun & Clarke, 2006

The data were categorized into five sub-themes with each chosen color *Teaching Performance* is in the blue-color, *Teaching Media* is in the green-color, *Teaching Strategy* is in the red-color, T*eacher as the source of Knowledge* is in the orange-color, and teaching attitude is in the army color. Then, the data were recapitulated in Microsoft Excel by giving a score of 1 for each theme to see the number of data and give the interpretation. Table 3.4 contains an example of data categories, coloring, and scoring.

Table 3.5 Sample of Coloring the Data

Participant	Reflection	teacher performance	teaching media	teaching strategies	teacher as the source of knowledge	teaching attitude
P1	My previous teaching belief was that the teacher had to be smart in all things. But now I believe that teachers don't have to be smart first and then teach... Because personally when I teach that's where I learn... According to my current belief, English teachers should be fun, have lots of experience, and can adapt to circumstances.				1	
P2	The most significant difference between my teaching beliefs before and after field teaching practice is that before I only believe that by using various media and methods in the learning process, learning will go well but while undergoing field teaching practice, I realize that teaching media and method are not the main point in the success of teaching, but good communication between student and other students, and students and teacher is the main point in the teaching process. Besides, I also realized the importance of classroom rules and the importance of knowing learner needs and learner difficulties during English class.		1	1		
P3	My teaching belief before field teaching practice, I always felt anxious to face students in class. However, my teaching belief changed after implementing field teaching practice. It turned out that teaching was very fun and full of challenges.	1				
P4	The most significant difference is the belief in the right learning method. I used to believe that teachers should be more active in giving instructions and materials to students and provide a lot of memorization. After I taught a real class during field teaching practice, students had to be more active and the teacher directed students to study material students were free to choose who and how the learning strategy would be assisted, but the teacher still had to support, monitor, and control students.			1		

Participant	Reflection	teacher performance	teaching media	teaching strategies	teacher as the source of knowledge	teaching attitude
P5	When I was in high school I thought that an English teacher had a lot of knowledge of English and spoke English fluently to his students. Some of the English teachers I met were also very pleasant in transferring material to students				1	
P6	Before I did PLP II I was always worried and not confident enough to explain the material well and also worried that I couldn't answer questions from the students. However, after I finished PLP II, it turned out that I could explain the material very well and could answer students' questions. I believe that I can do anything well if I believe in myself.	1				
P7	The difference is, before field teaching practice I believed that I could apply all my knowledge of English correctly to students with interesting teaching methods, after field teaching practice, it was not as I thought. I believe some things can improve students' English but are not evenly applied.			1		
P8	Of course, it's much different, which before carrying out it was still less structured and directed because it was made without a detailed image of the picture of teaching in real schools, but after undergoing directly, we already have the experience that makes us know what actions and teaching beliefs need to be done and repaired and improved. Like in schools, there is an education system and curriculum that has been set by the school. So automatically we as field teaching practice students must make teaching beliefs according to the school.			1		
P9	The most significant difference is that before field teaching practice, I thought the English teacher should be fluent in English and master the material. However, after field teaching practice I understood that teaching English is not just focused on speaking fluently and teaching material mastery, but how the teacher should be able to handle the character of each student with different levels of understanding. There are students with fast and low understanding abilities. So, the teacher has to know the students well by using various teaching strategies for overcoming students' feeling bored with some games.				1	

Participant	Reflection	teacher performance	teaching media	teaching strategies	teacher as the source of knowledge	teaching attitude
P10	A teacher should be able to explain the material briefly but clearly, and see students' understanding, if one of the students does not understand, it is the teacher's job to explain individually to the student.					1
P11	My teaching belief before field teaching practice was that I should become a teacher who mastered a lot of English vocabulary, but after field teaching practice I felt that we should prepare good and interesting learning media for students so that students do not feel bored in class.				1	
P12	The significant difference is that I can improve my way of thinking about how to teach good and correct English. before field teaching practice still think in general in classroom management. I think that in teaching we must be able to control the class well, such as making noisy students calm so that the material being taught can be understood well. but after field teaching practice I have understood specifically the activities that the teacher must do in the classroom such as creating a good atmosphere, being obliged to know the needs of students, and preparing learning materials well.			1		
P13	The teacher must prepare teaching materials carefully when going to teach in class. Before field teaching practice, my beliefs about teaching in class were that I only needed to prepare teaching materials and students who would be active in teaching, I only had to monitor my teaching beliefs changed when teaching directly in class. during field teaching practice, I have to prepare teaching materials carefully by using a lot of teaching media so that learning is carried out more effectively and students are more active in class.			1		
P14	Previously I thought that teaching practice would not be too difficult to do but after going through it turned out to be very difficult and had to think of many strategies to teach students					1
P15	Before field teaching practice felt that I had to be friendly to students in explaining the material. However, after field teaching practice, I feel that a teacher must also be firm with students who are belittling. The firm doesn't mean bad.					1

Participant	Reflection	teacher performance	teaching media	teaching strategies	teacher as the source of knowledge	teaching attitude
P16	Previously, I think that an English teacher teaching in a class should be smart by mastering all the material and having a good disposition.					1
P17	In my opinion, when I was in high school I wanted my teacher to teach more fun and give challenge students.			1		
P18	Significantly the difference in my teaching beliefs before field teaching practice was I felt that students already had a lot of vocabulary because I thought students had a lot of media to support their learning, especially in the field of English studies. Meanwhile, after doing field teaching practice, I realized that their vocabulary was very limited, so I realized that the media available today does not guarantee the fulfillment of their vocabulary.		1			
P19	When I was a student, I thought that a teacher should be good at teaching his students, so the teacher can easily deliver knowledge to his students.			1		
P20	When I was in high school, I believed that the teacher was the only source of learning in the classroom. Teachers are people who always give all their knowledge to students to learn to become smart. At this time (high school), especially learning English, I think that teachers should be smarter in English than students. The teacher becomes the subject in the teaching process, where the teacher gets the main role as a provider of learning information. Students are fully guided and given knowledge by the teacher. In terms of teaching materials, I think that teachers need to teach more material on the vocabulary aspect than other aspects of English. I also think that when I as a student can know a lot of English vocabulary, then I can understand the meaning and can answer all the questions on the English national exam. Not only that, but by mastering a lot of vocabulary, it is easy for students to do speaking.				1	
	Frequency	2	2	8	5	5

(Adopted from Braun & Clarke, 2006)