CHAPTER III

METHODOLOGY

This chapter presents the design of the study, settings, population and participant recruitment, instrument, the technique of data collection, and followed by the technique of data analysis.

3.1 Research Design

This study employed qualitative research which focuses on the shift of teaching beliefs of the pre-service teacher. Qualitative research is an approach to exploring and understanding the meaning of individuals or groups regarding social or human problems. Sargeant (2012) said, "Qualitative research is an approach that aims to interpret the data that has been produced". The researcher uses this type of research to obtain a more in depth explanation. The qualitative method was chosen because this study aims to explain the shift in belief of pre-service teachers, especially the change after field teaching practice in real classroom. So this research is in line with the qualitative method in which this method is used to understand beliefs, experiences, and interactions (Kalra, Pathak, & Jena, 2013).

3.2 Setting and Context

Participants of this research are students of the sixth semester 2017/2018 school year at one of the Southeast Sulawesi universities. They consist of 20

students from the English department, 3 men and 17 women. Descriptive qualitative research totaling 20 students who have experienced the teaching process in the real class so that they have teaching beliefs that have changed or unchanged. This study focuses on taking data on pre-service teachers who have experienced changes in teaching beliefs during the teaching process.

3.3 Participants

The participants of this study involves the students of the English Education Department of Class A and B in the sixth semester. Class A consists of 15 students (2 males, 13 females), and class B consists of 1 male, 4 female students. All the students are 20-21 years old. They did their first teaching in real class during PLP 2. The researcher chooses participants by contacting these people personally. The researcher only select students as participants who are considered willing to be participants in this study, they have high respect for other people's research and are considered could represent other students who have implemented PLP 2 at school. The researcher did not recruit students who leave higher education because the researcher has limitations in communicating with them. So, researcher will take 20 people from the two classes by the agreement with the other researcher. All participants names are abbreviated to keep the personal information confidential (see Table 3.1)

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.	Pp	Female	Junior High School
7.	Ns	Female	Senior High School
8.	NAA	Female	Vocational High School
9.	Rk	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

3.4. Instrumentation

The data of this study used reflection sheet. The researcher use a reflection sheet as a research instrument because reflection could increase teachers' awareness of the strategies that had been used during the teaching and learning process (Fung & Hoon, 2013). Also, the researcher can see the experiences, feelings and thoughts of the pre-service teacher while teaching in

class. Reflection sheets are described in the form of questions related to the research topic. The topic given in the form of an essay includes their teaching beliefs while teaching in a real class so that a significant change occurs.

Table 3.2 *Sample of Questions of Reflection Sheet*

Category	Questions
Pre-Service teacher beliefs before field teaching practice	1. *When junior high school / senior high school, how do you think an English teacher teaches in class?* 2. *While studying at Tadris English, do you experience a change given how English should be taught in class? Explain why.*
Pre-Service beliefs after field teaching practice	1. *What are your previous beliefs (when at school and college) are the same as your beliefs when teaching in real classes? If yes, explain!* 2. *During teaching at school, do you have your own rules or actions to teach English in class? Why?* 3. *Do you think you should (Teaching Beliefs) teach English at school during PLP II?* 4. *Explain the most significant differences between your teaching beliefs before and after PLP II?*

The reflection is based on an essay to the responses of the participants openly by including the reasons for some of the questions that have been asked. The reflection sheet is spread using a Google form. In reflection, participants answer questions that lead to changing teaching beliefs that occurred after their field teaching practice.

3.5 Data Collection

In data collection, the researcher collected the data with reflection sheets. The researcher provides a reflection sheet to 20 participants who have taught in the real class. Reflection questions were made by researcher with collaboration methods. In this study researcher used one instrument that is reflection. The researcher distributed reflection to several participants randomly. The researcher took the participant randomly because researcher saw the participant still active in college and also easily to invite to cooperate in filling the reflection.

The researcher made reflection on Google Form and sent the reflection link through the WhatsApp application. Reflection charging time is given 2-3 days. In this study, the researcher gave sufficient time to allow rethink the experience while teaching so that participants can fill reflections with honesty. If the researcher provides a little time, then the participant feels forced to fill it so that it likely produces invalid data that is not based on teaching experience so far. The researcher provides an additional time (one day) if they have not resolved the reflection because participants will be freer to fill in the reflection. The researcher used Google Form as a data collection medium to make it easier to see the expected answers from the participants. Then the reflection sheet collected was sorted for subsequent data management.

3.6 Data Analysis

The study used qualitative data analysis. Flick (2013, p. 5) said "qualitative data analysis is applied to discover and describe issues in the field or

structure and processes in routines and practices". Data analysis was carried out in appropriate with the data that has been collected and coding. The data were analyzed following the procedures and steps that had been implemented, which are collecting data, checking the completeness of the collected instrument data, reading the data then coding data.
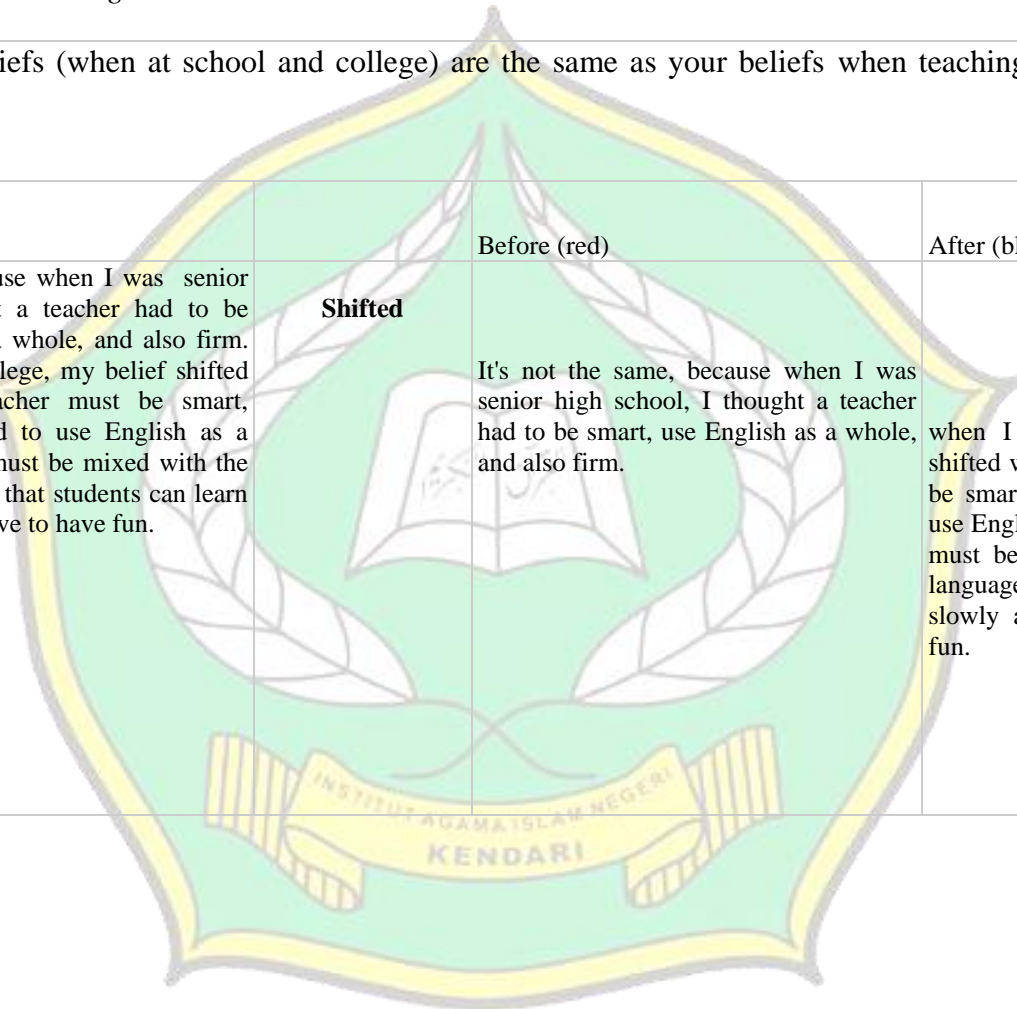
The data collected from reflection is processed by recapping by using Microsoft Excel in order to see the percentage of answers from the participants regarding changes in teaching beliefs. To find the belief in pre-service teachers whether there is a shift or not, then the data that has been collected on Google Form was transferred to Microsoft Excel to make it easier for researchers to coding data. The next step of the researcher conducts data editing by checking the clarity and completeness of instrument charging. After that, the researcher coding the data by applying the color code for a particular idea of each question. By making decomposition like this, it can help researchers find the desired data.

The types of coding data were used to create descriptions that have been used in research papers. In coding, there are many kinds of coding in qualitative research but in this study, the researcher uses thematic coding. Thematic coding is a way to analyze and find themes through data that has been obtained by data researchers which produce detailed and complex data (Braun & Clarke, 2006).

3.3 *Sample of Data Coding and Categorization*

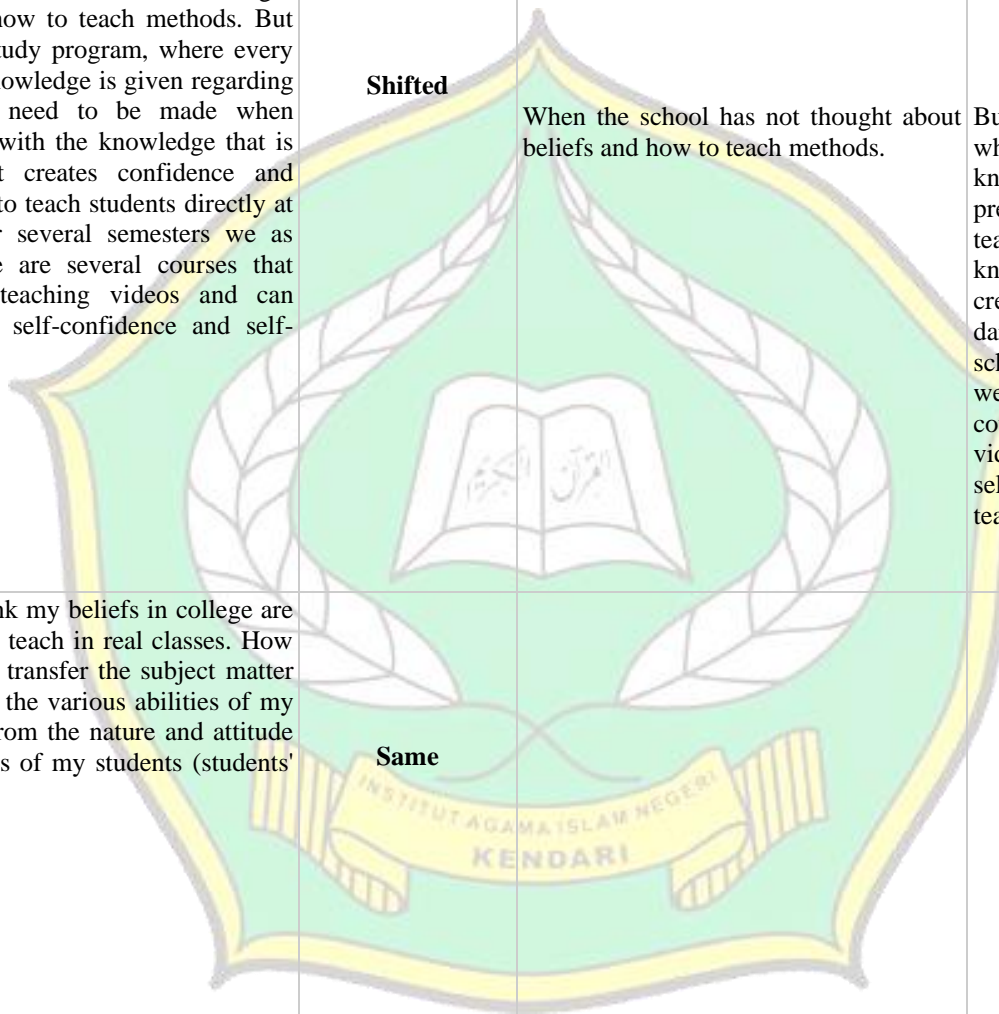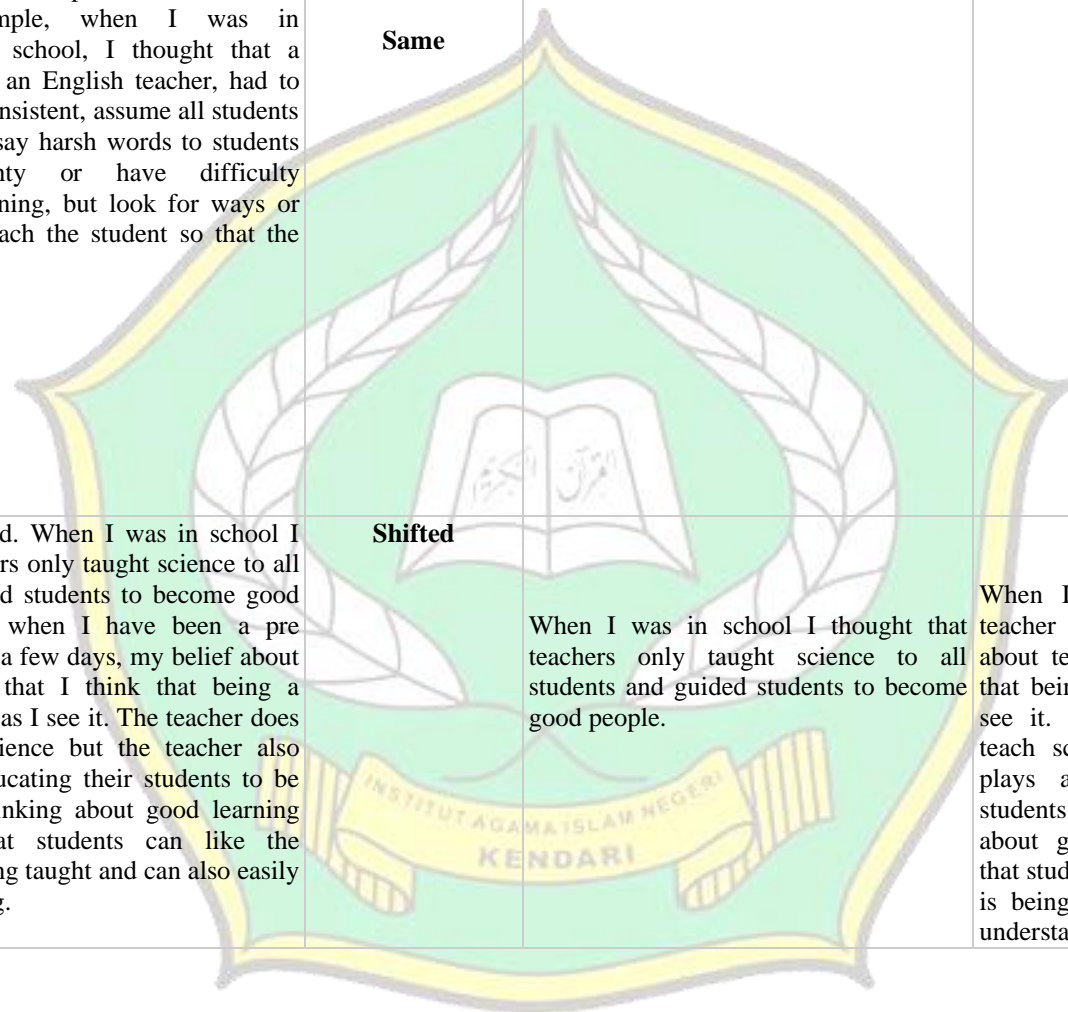| What are your previous beliefs (when at school and college) are the same as your beliefs when teaching in real classes? If yes, explain!				
			Before (red)	After (blue)
P1	It's not the same, because when I was senior high school, I thought a teacher had to be smart, use English as a whole, and also firm. But when I entered college, my belief shifted which is that the teacher must be smart, teaching does not need to use English as a whole. It's just that it must be mixed with the Indonesian language so that students can learn slowly and of course have to have fun.	**Shifted**	It's not the same, because when I was senior high school, I thought a teacher had to be smart, use English as a whole, and also firm.	when I entered college, my belief shifted which is that the teacher must be smart, teaching does not need to use English as a whole. It's just that it must be mixed with the Indonesian language so that students can learn slowly and of course have to have fun.

P2	My belief is the same, but also increases. Being a teacher, they must be able to use all methods and media that can attract students to actively participate in the learning process. Besides that, the teachers also provide material using interesting media and are able to improve students' critical thinking skills. A teacher must be able to make their students feel comfortable while studying and can be a friend to their students so that when students experience obstacles in learning, students become brave and a little more open about the obstacles they experience. This is very useful because the teacher can know what steps they should take next to overcome the obstacles experienced by their students.	**Same**	
P3	Yes. My belief in college is the same as when I teach in a real class because what I have learned and learned in college, I apply it also when I teach in a real class.	**Same**	
P4	No. After I teach in real classes, I apply new beliefs that can produce good results. Before starting each class, I show a short video or reading in English. After that, students look for new vocabulary and when they know they also use it in communicating to make it easier for them to remember it.	**Shifted**	After I teach in real classes, I apply new beliefs that can produce good results. Before starting each class, I show a short video or reading in English. After that, students look for new vocabulary and when they know they also use it in communicating to make it easier for them to remember it.

P5	Yes, it's the same, because my view is that the teacher is an educator who teaches things related to the material he masters.	**Same**		
P6	Not the same. This is because when I teach directly in a real class, it is very different from what I believed when I was in school and college. When I taught a real class I experienced and knew firsthand how to really teach, whereas when I went to college and school I didn't experience it firsthand so I didn't know how. This is why my beliefs changed at school/college and when teaching real classes.	**Shifted**	whereas when I went to college and school I didn't experience it firsthand so I didn't know how. This is why my beliefs changed at school/college and when teaching real classes.	This is because when I teach directly in a real class, it is very different from what I believed when I was in school and college. When I taught a real class I experienced and knew firsthand how to really teach, This is because when I teach directly in a real class, it is very different from what I believed when I was in school and college. When I taught a real class I experienced and knew firsthand how to really teach,
P7	not the same. My beliefs at school and in college are different from my beliefs when teaching in real classes. Because I have a belief that teaching English should be in the most interesting way possible	**Shifted**		not the same. My beliefs at school and in college are different from my beliefs when teaching in real classes. Because I have a belief that teaching English should be in the most interesting way possible

P8	Not the same. When the school has not thought about beliefs and how to teach methods. But while in the TBI study program, where every semester a lot of knowledge is given regarding what preparations need to be made when teaching at school with the knowledge that is gained. so that it creates confidence and confidence to dare to teach students directly at school because for several semesters we as TBI students there are several courses that require to make teaching videos and can automatically train self-confidence and self-ability in teaching.	**Shifted** When the school has not thought about beliefs and how to teach methods.	But while in the TBI study program, where every semester a lot of knowledge is given regarding what preparations need to be made when teaching at school with the knowledge that is gained. so that it creates confidence and confidence to dare to teach students directly at school because for several semesters we as TBI students there are several courses that require to make teaching videos and can automatically train self-confidence and self-ability in teaching.
P9	Yes, its same. I think my beliefs in college are the same as when I teach in real classes. How should I be able to transfer the subject matter taking into account the various abilities of my students. Starting from the nature and attitude as well as the needs of my students (students' needs)	**Same**	

P10	Yes, my belief from the past until now is the same. For example, when I was in junior/senior high school, I thought that a teacher, especially an English teacher, had to be creative, fun, consistent, assume all students are the same, not say harsh words to students who are naughty or have difficulty understanding learning, but look for ways or methods. or approach the student so that the student changes.	**Same**	
P11	My beliefs changed. When I was in school I thought that teachers only taught science to all students and guided students to become good people. However, when I have been a pre service teacher for a few days, my belief about teaching changed that I think that being a teacher is not easy as I see it. The teacher does not only teach science but the teacher also plays a role in educating their students to be better and also thinking about good learning strategies. So that students can like the learning that is being taught and can also easily understand learning.	**Shifted** When I was in school I thought that teachers only taught science to all students and guided students to become good people.	When I have been a pre service teacher for a few days, my belief about teaching changed that I think that being a teacher is not easy as I see it. The teacher does not only teach science but the teacher also plays a role in educating their students to be better and also thinking about good learning strategies. So that students can like the learning that is being taught and can also easily understand learning.

P12	My beliefs before and now are different when teaching in real classes. I think teaching English is the same as teaching other subjects, just ask students to take notes. But, teaching English requires seriousness in the teaching process, we need to prepare learning materials and media properly.	**Shifted**	I think teaching English is the same as teaching other subjects, just ask students to take notes.	Teaching English requires seriousness in the teaching process, we need to prepare learning materials and media properly.
P13	When I was still learning I felt it would be difficult to teach school children because of several factors and when I was teaching it was actually really difficult	**Same**		
P14	My belief changed.	**Shifted**		
P15	Yes. Because English lessons are one of the lessons that are less attractive to some students, an English teacher must be able to explain the material in a fun way.	**Same**		
P16	No	**Shifted**		
P17	My belief is different when I was in school, now I realize that my belief in teaching is more	**Shifted**		I realize that my belief in teaching is more structured and knows what

	structured and knows what students are needed.			students are needed.
P18	My belief changed.	**Shifted**		
P19	My teachin belief did not shift from the past, I only got more belief after what I had passed in college and during the practice of teaching fields.	**Same**		
P20	My teaching belief has changed when I became a teacher while practicing teaching at school. I have different teaching belief. I believe that students don't have to always learn from a teacher. Teachers are not the only source of science for students. They can learn independently and are active through various sources, such as the Internet, books, peers even an environment that can provide learning. A teacher becomes a student facilitator in the learning process. With independent learning, students can build more critical thinking and train them to be creative in learning. When I teach in a real class, I provide high learning motivation to students in learning languages. I am sure that among the social and emotional factors, the motivation of a teacher has a very strong role for students in learning especially in mastery of language. A teacher can provide this motivation through certain pedagogical practices. One example, I tried designing material with interesting content and applying a language teaching method that would be for students, such as providing vocabulary /	**Shifted**		When I teach in a real class, I provide high learning motivation to students in learning languages. I am sure that among the social and emotional factors, the motivation of a teacher has a very strong role for students in learning especially in mastery of language. A teacher can provide this motivation through certain pedagogical practices. One example, I tried designing material with interesting content and applying a language teaching method that would be for students, such as providing vocabulary / grammar skills that were integrated with the game in the classroom. Even then it must be adjusted to the level of student ability, so that it can achieve the purpose and expected learning outcomes.

grammar skills that were integrated with the game in the classroom. Even then it must be adjusted to the level of student ability, so that it can achieve the purpose and expected learning outcomes.		

Sample of Data Coding

Table 3.4 Example of Reflection Sheet

Table 3.4.1: Example of data thematic coding before teaching practice

Theme and Code	Students' reflection	Code
Belief on teaching planning(A1)	Student1: When I was in junior and senior high school, I thought that teachers should prepare fun learning methods so that students don't feel bored. Student2: When I was in high school, I thought that a teacher should be smart and use English well.	A1
Belief on teaching approach(A2)	Student1: when I was still in school, I thought a teacher, especially an English teacher, had to be creative, consistent, and able to approach students so that students could change. Student2: English is one of the less interesting subjects for some students. So the English teacher should be able to explain the material in a fun way.	A2
Belief on students' need (A3)	Student1: I think my beliefs in college are the same as when I teach in class. I must be able to provide material by considering the needs and understanding of students' knowledge.	A3

Table 3.4.2 : Example of data thematic coding after teaching practice

Theme and Code	Students' reflection	Code
Belief on teaching planning(B1)	Student1: I have explained before that I think teaching English is the same as teaching other subjects, just asking students to take notes. But it turns out, teaching English requires seriousness in the teaching process <u>we need to prepare learning materials and media properly.</u> Student2: "Teachers not only teach lessons but <u>teachers also have a role to educate their students to be better and also they think of good learning strategies</u> so that students can like the learning that is being taught and also can easily understand learning."	B1
Belief on teaching approach(B2)	Student1: when I was in school or in college, my beliefs were different when I teach in a real class. I have a belief that <u>teaching English should be in the most interesting way possible.</u> Student2: I think a teacher, especially an <u>English teacher, should teach creatively, pleasantly, consistently,</u> consider all students the same, and not say harsh words to students who are naughty or have difficulty understanding learning but look for a good way or approach students it to change.	B2
Belief on students' need (B3)	Student1: I tried to design materials with interesting content and <u>apply language teaching methods that are fun for students, such as teaching vocabulary / Grammar skills that are integrated with games in the classroom</u>. And even then it must be adjusted to the level of student ability so that it can achieve the expected learning objectives and results. Student2: I thought my beliefs in college were the same as when I taught in real classes, but it's not. <u>I have to provide material that is</u>	B3

suitable for students' abilities such as the
nature and attitudes and needs of other students

(Adopted from Braun & Clarke, 2006)