CHAPTER III

RESEARCH METHODS

This chapter discuss about the process for conducting the study. It consists of approach and research design, researcher presence, research location, data and source of data, research instruments, data analysis technique, checking validity of findings and research stages.

A. Approach and Research Design

The purpose of this study is to know the problem faced by preservice teachers in teaching and learning process, and also to find out the role of reflection in solving the problem of teaching and learning process. Considering the goal, the researcher involves the study as a qualitative research since the study attempted to gain deep understanding of specific group or event, rather than surface description of a large sample of a population.¹ Ary Donald stated that "qualitative research seeks to understand the phenomenon by focusing on the total picture rather than breaking it down into variables and goal of qualitative research is a holistic picture and depth of understanding rather than numeric of analysis data.²Qualitative approach is a general way of thinking about conducting qualitative research which has three major categories of data, such as

¹ PPA 696 Research Methods Data Collection Strategies II: Qualitative Research.

⁽http://www.csulb.edu/~msaintg/ppa696/696quali.htm, accessed on December 23, 2015) ² Ary Donald, *Intriduction to Research in Education*, Sixth Edition, (USA: Wadsworth Thomson Learning, 2002), p.44

questionnaires, documentation, observation and in-depth interviews. Therefore, in this study the researcher also uses a documentation analysis to gain a data for the problem faced by pre-service teachers in teaching and learning process. Therefore, researcher uses a questionnaires sheet to find out the role of reflection in solving the problem of teaching and learning process, the researcher also uses an observation and an interview to gain deep information to consolidate the data about the role of reflection in solving the problem of teaching and learning process.

B. Research Presence

As a key instrument, the researcher presence purposed to collect, analyze and interpret the data of the research³. Therefore, the researcher attended to the problem faced by pre-service teachers in teaching and learning process, and also to find out the role of reflection in solving the problem of teaching and learning process at the Microteaching Class. In this research, the researcher distributed the documentation to research subject, which consist of 10 student of pre-service teacherss' reflection. Therefore, researcher uses a questionnaires sheet to gain the data of the role of reflection in solving the problem of teaching and learning process. The researcher presence also was as an observer. Through the observation method, the researcher observed the activities of the subject in the Microteaching Class using video recorded from pre-service student teacher. Observation sheet was included to the observation method which

³ Ismail Nawawi, Metode Penelitian Kualitatif (Jakarta: Dwiputra Pustaka Jaya, 2012), 148.

related to the reflection teaching in solving the problem of teaching and learning process. The researcher also becomes an interviewer to gain more data to amplify the data from the observation.

C. Research Subject

The subject of this study is the students of sixth semester of English education department at Sunan Ampel State Islamic University academic year 2015/2016 on micro teaching practice (PPL 1) of English Teacher Education Department UIN Sunan Ampel Surabaya, which located on Jl. Jend Achmad Yani 107 Surabaya. The quantities of the subject are 10 students at C class. According to Janise Morse former editor *Qualitative* Health Research states that "one is doing a of phenomenological study and interviewing each person many times, one has a large amount of data for each participant and therefore needs fewer participant in the study (perhaps only 6 to 10).⁴ This research is phenomenological study about teaching reflection in micro-teaching class.

The researcher selected the subject who would provide the richest information about pre-service student teacher who uses reflection on their teaching practice. For that purpose, the researcher decided some characteristics as the consideration in selecting the subject. The characteristics were: (1) They are active pre-service student teacher of English Education at Sunan Ampel State Islamic University; (2) They are

⁴ Michael Quinn Patton, *Qualitative Research and Evaluation Method*, (USA, Sage Publication, 2015)

in the process of Microteaching practice, (3) student atmosphere is more interesting, (4) many of them are familiar with researcher so it is easy to approach to the student and get the data.

D. Research Location

This research will be conducted English Education Department of faculty of education and teacher training academic year 2015/2016 in State Islamic University Sunan Ampel Surabaya. The setting is chosen based on the consideration that sixth semester in English Education Department have criteria mentioned in Micro-Teaching practice (PPL 1).

E. Data and Source of Data

This study is conducted to describe the problems on teaching and learning process which reflected by pre-service teachers in their reflection. Pre-service teachers are taken from sixth semester student at English Education Department of State Islamic University Sunan Ampel Surabaya. For this purpose of the study, some data collected are:

1. Pre-service teachers' problems in teaching and learning process

To answer the first research question of this study, pre-service teachers problems in teaching and learning process are needed to be analyzed. This data uses student as the main source. The researcher uses documentation to describe pre-service teachers' problems in teaching and learning process. By calculating the result of documentation analysis about pre-service teachers'' reflection, it will be known the highest problems perceived by pre-service teachers and the lowest problems. It will be also known the score of the problems from every student.

2. The role of reflection in solving the problem of teaching and learning process.

To answer the second research question of this study, the role of reflection in solving the problem of teaching and learning process is needed to be analyzed. The reflection only focuses on student problems in teaching and learning process. The researcher uses a questionnaires sheet to gain the data about the role of reflection in solving the problem of teaching and learning process. Researcher also takes an observation to gain the data about solving the problem in teaching and learning process by their reflection. After gaining the data from observation, researcher does an interview with pre-service teachers to gain more data to amplify the data from the observation and also to gain the data about the role of reflection in solving the problem of teaching and learning process.

F. Source of data

According to Arikunto, the source of data is the place or things in which the researcher can observe, ask or read about a related matter of the object being studied⁵. The primary data were obtained through the result of

⁵ Arikunto Suharsimi, Prosedur Penelitian (Jakarta, PT. Rineka Cipta, 1996), 123.

Questionnaires, Documentation, and observation. All of the data taken from 10 students in C class who become a subject. Those students are participant at microteaching class or PPL in academic year 2015/2016.

The primary data were gotten from documentation analysis about the problem faced by pre-service teachers in teaching and learning process. Other data gained from the observation to the process of teaching and learning and interviewing student teachers at "C" practice teaching class about the role of reflection in solving the problem of teaching and learning process.

G. Data Collection Technique

Data must be accurate and real. Data collection technique could be described as some ways to help the researcher in collecting data⁶. So, in this study the researcher used some techniques to collect the data such as: documentation, observation and interview. The data divided on the table 1.1

Table 3.1 Techniques for Collecting Data

No	Research			
	Question	Documentation	Questionnaires	Observation

⁶ Poerwandari E. Kristi, Pendekatan Kualitatif Untuk Perilaku Manusia (Depok: Mugi Eka Lestari), 105.

1	RQ 1	Pre-service		
		student teacher		
		Reflection		
2	RQ 2	Pre-service	Pre-service	Pre-service
		student teacher	student teacher	student
		Reflection		teacher

1. Documentation

Documentation is the investigation, collection and control, preservation, preparation, use and supply of document, with a view to obtain description and inform knowledge and evidence, in this case, including the usefulness of archives and library⁷. According Arikunto, documentation explaining the technique is to look for data about thinks or variable in the form of notes, transcripts, books, newspaper, magazines, inscription, and agenda for embodied data relating to clients under investigation⁸. In this study, the documentation as a primary data. The data includes pre-service teachers' problem in teaching and learning process.

2. Questionnaire

Questionnaire is the primary data. To answer the second research question about what are the role of reflection in solving the problems of teaching and learning process, researcher will give student a number of

⁷ Arikunto Suharsimi, Prosedur Penelitian:Suatu Pendekatan Praktek (Jakarta:PT Rineka Cipta, 2002) ,124.

⁸ Arikunto Suharsimi, Prosedur Penelitian:Suatu Pendekatan Praktek.....,125.

questions in questionnaires dealing with the role of reflection in solving the problems of teaching and learning process.

H. Research Instrument

Instrument can be defined as a tool that is used to ease the researcher in collecting the data in order to get a complete and systematic data⁹. In this part the researcher used some of instruments to complete the data which were needed by the researcher. The instruments were used:

1. Documentation check list

In this case, the researcher will take the reflection from student and analyses it. This form is purposed to gain the result of the problems in teaching and learning process which reflected by pre-service teachers on their reflection.

2. Questionnaires sheet

This instrument is used to get information from the data sources. The researcher use questionnaires sheet based on some theories. The questionnaires sheet consists of the role of reflection in solving the problems of teaching and learning process. This instrument will answer the second research question of this research.

3. Recorded video

⁹ Lestari, The study of Teaching Technique in Listening Comprehension in class at second Year of SMA Muhammadiyah 1 Malang, Malang: Unmuh Press, 20 .

Recorded video was also applied for documenting the whole activities in practice class. This instrument helped the researcher to view clearly on what happening in the practice teaching class was. This instrument helped the researcher to do documentation for answering the second research question.

Meanwhile, voice recorder was applied for documenting preservice teaching and learning process. The process will be observes by the researcher to gain the data about the role of reflection in solving the problem of teaching and learning process.

4. Observation sheet

For gaining the role of reflective teaching observation, the researcher applied observation sheet as one of the instruments chosen on her research. In this study, the observation sheet used was in form of narrative summary that attempted to catch the major things occurring during teaching practice. Those things might involve the observation about pre-service student teacher to gain the data about the role of reflection in solving the problem of teaching and learning process.

I. Data Analysis Technique

The data of this study are described narratively and descriptively. The following were the steps in analyzing the data:

1. Documentation

This documentation is to collect the data from pre-service reflection. It was given to the pre-service student teacher in the first cycle in order to create a self-reflection to their teaching and learning process. Their reflection will be analyzed according to the problems on teaching and learning process. After analyzing each data and giving the result from each student about their problems written on their reflection, researcher will make a decision to sort the problems into the four component of teaching and learning process. Therefore, researcher makes a documentation checklist. Documentation checklists were interpreted on the table below:

 Table 3.2: Scoring table of pre-service teachers's reflection about

the problem in teaching and learning process

No	Pre-service teachers' problem in teaching and learning	checklist
1	Instruction	
2	Content and arrangement	
3	Method	
4	Evaluation	
5	Obstacle	

To keep a privation of pre-service teachers, researcher will not interpret their name but by using a coding. From 10 students researcher will call them Student A till K. therefore; student will describe the data based on each pre-service teachers.

2. Questionnaires

The targeted data from questionnaires is to answer the first research question dealing with pre-service student teacher problems in teaching and learning process. On the questionnaires, student will answer 22 items about the role of reflection towards the problems of teaching and learning process. it is to know about the role of reflection on evaluating teaching and learning process, and also to that reflection support and give the information about teaching and learning process, knowing the role of reflection on helping and improving teaching and learning process and knowing about the role of reflection as teacher judgement, informed by evidence based enquiry and insight from other research. Therefore it is also become enhancement of professional teaching and learning process through collaboration and dialogue with other pre-service teachers.

3. Observation

In this research, the researcher took nonparticipant observation by using video recorder from Pre-service student teacher appearance in teaching practice, because the researcher observed the teaching and learning process without participating or taking any active parts in the situations in that time and the class will end as in curriculum. As a nonparticipant observer, the researcher took a video from all participants according to their appearances in teaching practice. Additionally, the researcher used observation sheet as instrument to observe the whole classroom activities from the beginning, middle and the ending of the learning process by using video. This form is purposed to get the data from the goal of reflection that student do in the last teaching practice by seeing student performance in the second meeting. This form will conduct the result of student reflection on last meeting. Technically, this form addressed for the researcher and lecturer to answer RQ 2. The reflection form observation value divided on the table below:

 Table 3.3 Reflection goal checklist in solving the problem in

		The pr <mark>obl</mark> em faced by pre-	Reflection	on Goal	
		ser <mark>vi</mark> ce teachers in	in solving the problem		
1	No	teaching and learning	prob	olem	Comment
		process. (Second Meet)	Yes	No	
	1				
	2				
	3				
	4				

teaching and learning process

Conducted with this form of observation researcher also makes a checklist to know if reflection achieves it is roles in teaching and learning process. The data will divide into 10 objects according to the value of preservice student teacher in microteaching class. One by one the data from the subject will be analyzed. In this data, researcher will not inform the name but in alphabets, such as; Student A, Student B . . . tills Student K. After analyzing pre-service student teacher data reflection in the first cycle, researcher compares the data from the observation to gain the goal on this research about the role of reflection in solving the problem of teaching and learning process.

J. Research Stages

This research structurally was conducted based on these following procedures: preliminary research, designing research, implementing the research, analyzing data and concluding the data.

1. Preliminary research

In order to clarify the problems linked to this research, the researcher began this study by conducting preliminary research. This preliminary research review would be such great information obtained by the researcher about problem focus. Through this step, the researcher can ensure the real phenomenon happened in Microteaching Class of UIN Sunan Ampel Surabaya. And the subject of this research are 10 pre-service student teacher in sixth semester of 2015/2016 academic years.

2. Designing research

In Designing research, the researcher was designed the ways of identify and investigate the problem faced by pre-service student teacher in teaching and learning process and does the role of reflection in solving the problem of teaching and learning process. It was designed by adapting the instrument from the previous study, such us: documentation, observation sheet and interview guidelines. For ensuring the good instrument validity and to be applied for the test of reality, the expert advisor corrected this instrument.

3. Implementing the research

In term of identified and investigated the problem faced by preservice student teacher in teaching and learning process, the researcher did a documentation method to take a data. Therefore, to gain the data about "the role of reflection in solving the problem of teaching and learning process" The research did an observation class at the Microteaching Program to compare its data with documentation. Then, to emphasize the data, the researcher interviewed the students in Microteaching Program at the class sample. While interviewing the students, there was a recorder to record all the process of the interview between the researcher and subject research. They were asked based on their perspective about the role of reflection in solving the problem of teaching and learning process.

4. Analyzing data

After obtaining data from some instruments used in this research, the researcher directly collects and analyses the data in an attempt to get the answer of the research questions. In analyzing the data, the researcher analyzed the data based on the Milles' theory, they are: data collection, data analysis, data display and Conclusions¹⁰. Furthermore, to analyze the data, the researcher analyzed based on the research instrument was used in the research process.

5. Concluding data

In term of getting the research findings, concluding the data was a step to deal with the result of this study. It is obtained by reviewing back on the research questions and the data analysis from the documentation, questionnaires, observation and interview.

Documentation is used to analyses to know their problem in teaching and learning process. To gain the data about the role of reflection in solving the problem of teaching and learning process, researcher mixes the data between their problem in teaching and learning process and the role of reflective teacher that affect it using the observation sheet. The result of this data interprets an achievement about their reflection. It is gain the role of reflection or not. With mixing both data the researcher amplify it with the data from interview. Therefore, all of the data will analyses and give a conclusion about the result of this study.

¹⁰ Sugiyono, Metode Penelitian Pendidikan: Pendidikan Kuantitatif, Kualitatif, dan R&D (Bandung: Alfabeta Bandung, 2012), 338-345.