CHAPTER III

RESEARCH METHOD

This chapter relates with research method used to investigate student teachers' self. The discussion of this chapter covers approach and research design, research presence and location, data and source of data, research instrument, the technique of data collection and analysis as well as checking validity of finding.

A. Approach and Research Design

The design of this study used qualitative approach combined with case study research. The researcher used qualitative approach to collect the data since a qualitative research leads the researchers to understand deeply the phenomenon of the research subject such as behavior, perception, motivation and so on through descriptive approach in form of words.[1] In this case, the behavior, perception and motivation are dealing with student teacher's self efficacy during teaching performance.

Besides that, this research used case study design since case study is a kind of qualitative research which makes an individual or a certain unit as the research object.[2] The researcher chose case study because the purpose of this research was to obtain the description and information concerning only happened for student teacher's self efficacy in using instructional strategies within practice teaching at English Teacher Education Department UIN SunanAmpel Surabaya academic

[1]Lexy J Moleong, *MetodologiPenelitianKualitatif* (PT RemajaRosdakarya: Bandung, 2005), 6
[2]Susilo, *MetodePenelitianBidangPendidikan*(Yogyakarta: Kawa Publisher, 2013), 37

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Year 2014-2015. Specifically, the kind of case study used in this research was explanatory case study. Yin states that explanatory case study explains how event occurred and reflects a cause and effect relationship.[3] The researcher chose this study as explanatory case study since the aims of this study were to explain how the student teachers shown their self efficacy and to discuss the cause or the factors influencing the level of student teacher's self efficacy and its effect on the student teacher's teaching performance.

B. Research Presence

The researcher presented to conduct this study as a non-participant observer. Non-participant observer means the researcher do not reach the full involvement in participants' activity.[4] Therefore, the researcher came to the Practice Teaching class for only observing the student teacher's teaching performance. The researcher did not introduce herself in order that student teachers do not feel bothered. So, both student teacher and the lecturer could behave naturally in Practice Teaching class.

C. Research Location

The researcher conducted the research for the students of 6th semester in English Teacher Education Department Academic year 2014-2015 who enroll in Practice Teaching (PPL I), approximately held from March up to May. There are 7

[3] Dr. Kevin Laws-Robert McLeod, *Case Study and Grounded Theory* (The University of Sydney NSW: Sydney, 2006)
[4] J. Amos Hatch. *Doing Qualitative Research in Education Settings* (Albany: State University of New York, 2002), 72-77

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classes of microteaching taught by three lecturers. The classes are A, B, C, which taught by Lecture 1, D and E which taught by Lecturer 2 and also F and G which taught by Lecture 3. The schedule of Practice Teaching (PPL I) classes and the students who had been chosen as respondents are specified in this table: [5]

Table 3.1: The Schedule of Practice Teaching (PPL I) Class
Academic Year 2014-2015

Day	Time	Class	Room	Lecturer	Number of Respondent
Tuesday	09.10-10.50	A	Microteaching	1	-
	10.15-11.55	F	B.3	3	2
	12.30-14.10	G	B.3	3	2
Wednesday	07.50-09.30	B	Microteaching	1	2
	12.30-14.10	D	B.3	2	2
Thursday	07.30-09.10	E	B.3	2	2
	07.50-09.30	C	Microteaching	1	2

Each class consists of approximately 12 students who become student teacher to do teaching practice at least twice within one semester. The researcher chose three classes which were taught by different lecturers to compare social or verbal persuasion from the three lecturers. As stated in Chapter II *(see page 24)*, social or verbal persuasion is both from the peers and the lecturer of Practice Teaching class. Thus, in this context, verbal persuasion is in a form of lecturer's oral feedback and comment or suggestion. In a verbal persuasion, individuals are

[5] Lecturing Schedule of Event Semester in English Teacher Education Department of SunanAmpel Surabaya State Islamic University Academic Year 2015

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directed by a suggestion, advice and guidance to improve the belief about his or her capability which can help to achieve what he or she wants. An individual who has been convinced verbally will fight harder to achieve a success.[6]

Moreover, the researcher chose two student teachers of each class to compare and to enrich the data finding from different phenomenon of two research subjects such as behavior, perception and motivation. Also, the researcher just took two student teachers since two student teachers are sufficient as representation of unique individual. It is supported by theory from Kreitner and Kinichi which reveals that every unique individual has self concept that consist of self esteem, self efficacy, self monitoring and organizational identification.[7] Therefore, comparing two different individual is sufficient to know the self efficacy.

In the light of the number of participants, indeed, qualitative researchers argue that no direct relationship exists between the number of participants and the quality of a study because questions of number are answered in reference to research questions and levels of analysis.[8]Considering about the sample of respondent, the researcher just took the students who never get a previous English teaching experience in an institution such as school or course foundation or *LembagaBimbinganBelajar* (LBB) before involving in Practice Teaching class.

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[6] M. NurGhufron and RiniRisnawita S, *Teori-TeoriPsikologi*(Ar-Ruz Media: Jogjakarta, 2004),78

[7]Robert Kreitner - Angelo Kinicki, *Organizational Behavior: Seventh Edition* (McGraw Hill: New York, 2007), 142

[8] J. Amos Hatch, *Doing Qualitative Research in Education Setting* (State University of New York Press, Albany: New York, 2002), 48

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Therefore, the researcher held preliminary research since April 13th, 2015 until April 24th, 2015before conducting the main research to make sure whether the student teachers who would be the respondents never get any previous English teaching experiences in school or *LembagaBimbinganBelajar* (LBB).

This research also especially gained the data for the second cycle of teaching practice which was held in six classes (B, C, D, E, F and G) since it is also regarding with mastery experience and verbal persuasion from the lecturer and peers in previous teaching practice. The kind of such sample called purposive sample. Purposive sampling is a technique to determine sample based on certain characteristics. Researcher usually uses this technique to choose the participants relevantly.[9]

D. Data and Source of Data

The researcher collected two kinds of data for answering the research question, they are:

1. Primary Data

The primary data of this study was the data forms of student teachers' self efficacy category and factors influencing the level of student teachers' self efficacy within Practice Teaching (PPL I) in English Teacher Education Department. This primary data were obtained by observing student teacher's performance within their second cycle teaching performance which was

[9]Susilo, *MetodePenelitianBidangPendidikan*(Yogyakarta: Kawa Publisher, 2013), 76

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supported by video recording of their performance and interview guideline after their performance which was maintained by recording.

2. ***Secondary Data***

The secondary data was the forms of supporting data obtained from some sources, such as lecturer's feedback rubric, peer's observation rubric and student teacher's lesson plan. The feedback rubrics were required to support the data of verbal or social persuasion, while lesson plan is required to obtain supporting data of the event in using instructional strategies. Some theories were also taken by the researcher to support the data gained.

E. Data Collection Technique

In this research, data had been collected by doing observation and conducting interview. First, the researcher involved in Practice Teaching class to do observation for student teacher's teaching performance in second cycle, including giving the feedback from lecturer and peers. Then, the researcher did interview for student teachers. Basically, the process of collecting data is specified below:

1. To answer research question 1 about how is student-teachers' self efficacy within Practice Teaching, the researcher conducted observation of student teacher's second cycle of teaching which was supported by video recording. Next, after they finish, the researcher interviewed them based on interview guideline point A about their self efficacy beliefs regarding their own teaching.

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2. To answer research question 2 about what the factors influence student teachers' level of self efficacy within Practice Teaching, the researcher only conducted interview for student teacher of practice teaching which was supported by recording.

F. Research Instrument

1. Observation Checklist

In this study, the researcher observed the classroom phenomenon to identify student teacher's self efficacy in using instructional strategies within Practice Teaching (PPL I). This step aimed to avoid the subjectivity of data from interview. Also, this observation checklist technique had been used as the observation guide for analyzing student teacher's performance of second cycle in using instructional strategies. The researcher conducted teaching performance observation toward twelve student teachers' performance during their teaching in six practice teaching classes (B, C, D, E, F and G).

The observation checklist was designed using **"yes"** or **"no"** checklist based on the behavioral pattern of high or low self efficacy by Kreitner and Kinichi's theory in accordance to Bandura's theory *(see appendix I)*. Those items of high self efficacy behavioral pattern are combined with Gagne's theory regarding the events of instructional strategies. Based on the chart 3.1 below, the researcher developed the theories from Kreitner-Kinichi and Gagne became the observation checklist which included 23 items of student teacher's

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behavioral pattern indicating their self efficacy in using instructional strategies as follows.

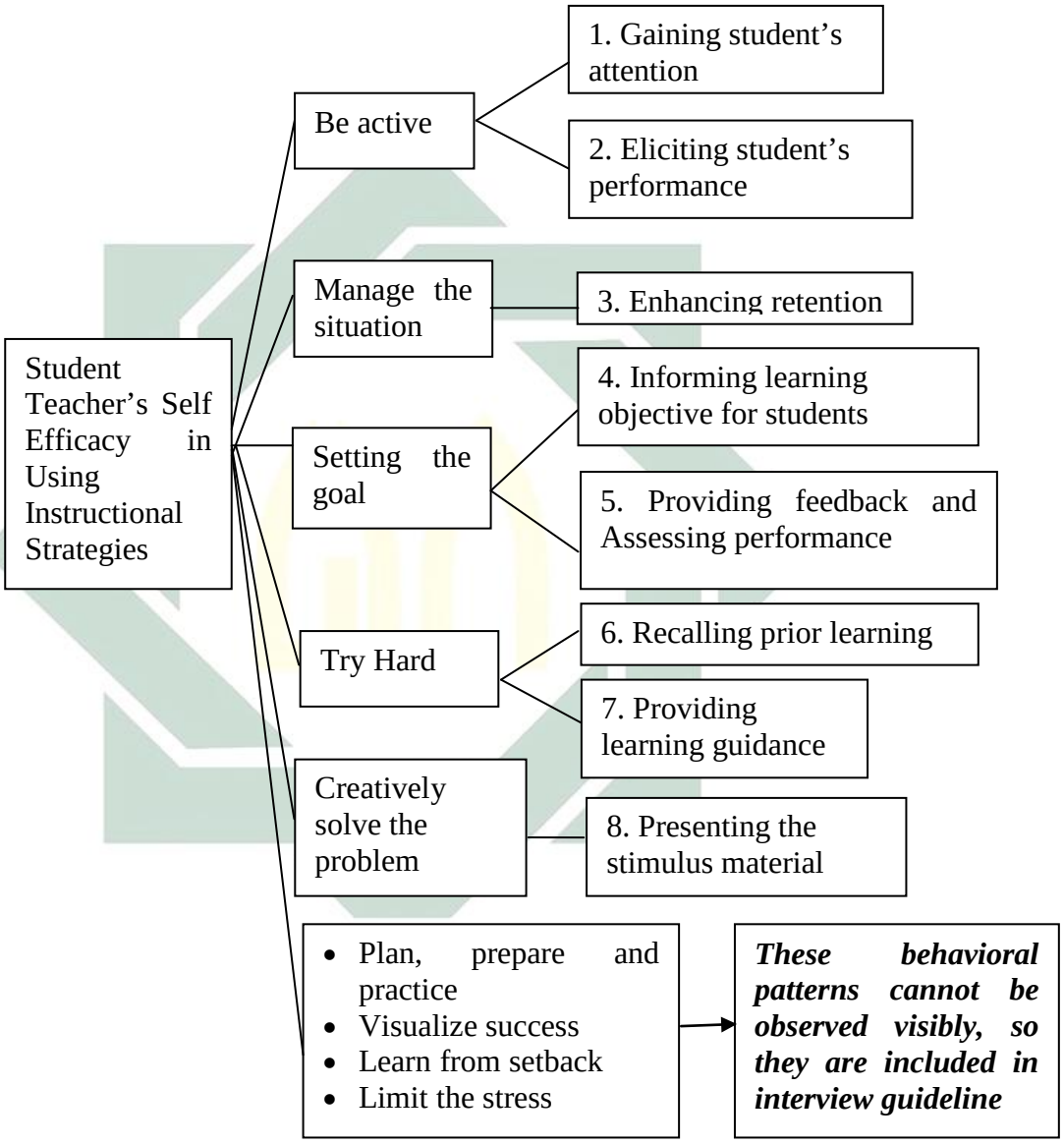

Figure 3.1: The Division Category of Student Teacher's Self Efficacy in Using Instructional Strategies

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The figure 3.1 shows that student teacher who has high self efficacy in using instructional strategies can be seen by behavioral pattern. Nevertheless, some of the behavioral pattern could not be observed visibly and need to be asked from the student teacher directly, they are plan, prepare or rehearse and practice; visualize success; learn from setback and limit the stress. Therefore, the researcher incorporated those behavioral patterns into interview guideline in point A with the open-ended questions *(see appendix IV)*. The description of the figure 3.1 of observation checklist point B is this following:

1) Student teacher always be active to gain student's attention in order that class interaction can be maintained.
2) Student teacher always be active to elicit student's performance by providing appropriate practice, therefore, the students are also be active.
3) Student teacher manages the classroom situation by enhancing the retention for reviewing the material in the end of lesson, so it can ensure whether the learning goal has achieved.
4) Student teacher sets higher goal in their teaching by informing the learning goal because they believe in themselves that the learning goal can be achieved.
5) Student teacher sets higher goal in their learning by providing corrective feedback and assessing student's performance since he or she believes that the students can achieve the high standard of goal.

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6) Student teacher tries hard to recall the previous concept of material to meet student's acquisition.
7) Student teacher persists and preserves in facing the problem caused by students who cannot understand the material, difficult word or formulas by providing learning guidance.
8) Student teacher designs the media creatively which is appropriate with student's need.

In fulfilling the observation checklist, if the student teacher did not illustrate high self efficacy behavioral pattern, automatically he or she was in low self efficacy level since the behavioral patterns of high and low self efficacy are opposite. Thus, the researcher just included the behavioral pattern of high self efficacy in the observation checklist. If the column **"yes"** had been fulfilled dominantly, it indicated that student teacher had high self efficacy. On the other hand, if the column **"no"** had been fulfilled dominantly, it automatically indicated that the student teacher had low self efficacy. Besides, the researcher also put the description of each checklist items to emphasize and to recognize student teacher's behavioral pattern in using the events of instructional strategies. In this study, the researcher only did the observation once for each student teacher which was supported by video record, so the researcher did the interview for twelve times.

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2. Interview Guideline

Interview guideline is used to be boundary in order the question would not be outside the topic related to research question. Interviewing, when considered as a method for conducting qualitative research, was a technique used to understand the experiences of others.[10] The interview technique used individual interview because the researcher wanted to know about student teacher's psychology personally. In this study, the researcher interviewed twelve student teachers after their teaching performance in second cycle.

The questions of interview were designed as both structured interview in point A and semi structured interview in point B *(see Appendix IV)*. In structured interviews, the questions were about the behavioral pattern which could not be seen visibly during the student teacher's performance of teaching as follows.

1) Plan, prepare and practice:

   Student teachers design the lesson plan, prepare the media and practice to use instructional strategies before teaching performance.

2) Visualize success

   Student teachers imagine the successful teaching before performing to emerge the optimistic thought.

[10]Dawnson Hancock-Bob R. Algozzine, *Doing Case Study: A Practical Guide for Beginning Research, (*Teacher College Press: Colombia, 2006) 3

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3) Learn from setback

   Student teachers learn the setback from feedback of previous teaching to encourage themselves for getting better.

4) Limit the stress

   Student teachers manage the emotion by limiting stress and pressure before performing to meet good psychological condition.

While, on semi-structured interviewing, a guide was used, with questions and topics that must be covered. The interviewer had some discretion about the order in which questions were asked, but the questions were standardized. This kind of interview collected detailed information in a style that was somewhat conversational.[11] Semi structured interview used in this study was to ask four factors influencing the level of self efficacy in order to gain the board description and deep information from respondents**.** In this study, the researcher only did the interview once for each student teacher supported by audio record, so the researcher did the interview for twelve times. Every source of self efficacy was represented by two questions. Therefore, there are eight questions that had been given for twelve student teachers after their performance of teaching as this following.

[11] Margaret C. Harrell-Melissa A. Bradley, *Data Collection Methods: Semi-Structured Interviews and Focus Groups* (National Defense Research Institute: USA), 35-35

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1) Mastery Experience

It related with how the student teacher's experience in their first cycle of teaching and what the efforts to improve their second cycle of teaching.

2) Vicarious Experience

This factor was asking about whether the student teacher adapted their peer's teaching and about the student teacher's peer who inspired their teaching.

3) Social Persuasion

It was about how the lecturer's comment and peer's comment encouraged student teacher's teaching.

4) Psychological Factors

It was asking about student teachers' nervousness during event and about how it changed from first cycle of teaching to second cycle of teaching.

G. Data Analysis Technique

Since this study used qualitative approach, the researcher analyzed the data descriptively. As stated previously, during the observation, the researcher described student teacher's behavioral pattern in using instructional strategies to recognize and to emphasize the level of their self efficacy precisely. In addition, the researcher transcribed the interview result regarding the factors influencing student teacher's self-efficacy. Eventually, the researcher descriptively interpreted the data which consistently referred to the research question to make sure whether

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the research questions were answered. In brief, the data from observation and interview were analyzed though these following techniques:

1. Data Reduction

Data reduction involves selecting, focusing, simplifying and transforming the unprocessed data into summaries which is organized into themes or patterns based on the original objectives of the research to distinct between primary and secondary theme of data.[12] Therefore, in this process the researcher coded the data to obtain the classification by doing these following steps:

a. Categorizing the behavioral pattern of student teachers' self efficacy from observation *(see appendix I)* and interview result point A *(see appendix IV)* whether it was high self efficacy or low self efficacy in form of table. In this process, the researcher used student teacher's lesson plan to complete the data which could not be seen visibly during the observation, such as student teacher's learning objective and learning assessment.

b. Categorizing the description of each items from the observation checklist to know the detail information of student teacher's behavioral pattern in using instructional strategies

c. Categorizing factors influencing the level of student teacher's self efficacy from interview result.

[12]Robinson Ullin- McNeill Tolley, *Qualitative Methods: A Field Guide for Applied Research in Health (*Research Triangle Park: Family Health International, 2002), 203

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2. Data Display

After reducing the data by doing several categorizations, the researcher subsequently displayed the data to make them more compact and accessible for readers. Data display is defined as an organization of gathered information that allows conclusions to be drawn by presenting the data as narrative text, matrix, graph and chart which requires researcher's ability in processing the information.[13]In this study, the researcher displayed the data by doing these following steps:

a. The level of student teacher's self efficacy in using instructional strategies

1) Firstly, the researcher used percentages to determine each student teachers' self-efficacy level which was seen from each behavioral patterns by using this formula:

$$\text{The Percentage of Student Teacher's Self Efficacy} = \frac{\text{The Number of Student Teacher's Behavioral Pattern Items}}{\sum \text{Behavioral Pattern Items (23 items)}} \times 100\ \%$$

2) Secondly, the researcher displayed the self efficacy level from each student teacher in form of chart. Based on the self efficacy level from all twelve student teachers, the researcher determined the average level of student teacher's high self efficacy and student teacher's low self efficacy

[13]Huberman Milles, *Qualitative Data Analysis: An Expanded Sourcebook Second Edition* (California: Sage Publications, 1994), 204

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3) Thirdly, from the observation checklist, the researcher also determined the percentage of student teachers who get high self efficacy and low self efficacy in each behavioral pattern by the following formula:

$$\text{The Percentage of Student Teacher who Get High and Low Self Efficacy} = \frac{\text{The number of behavioral pattern that shows high or low self efficacy}}{\text{Total of student teachers (12)}} \times 100\%$$

4) Finally, the researcher also knew the percentage of how the behavioral patterns indicated student teacher's self efficacy level in using instructional strategies within Practice Teaching class.

b. The factors influencing student teacher's self efficacy in using instructional strategies

1) Firstly, the researcher displayed the interview result of student teacher's self efficacy in using instructional strategies based on each question given (in form of matrix). For the social or verbal persuasion factor, the researcher especially used lecturer's feedback rubric and peer's feedback rubric from A, B and C class.

2) Then, the researcher determined primary factors, secondary factors and new factors found by researcher which influenced student teacher's self efficacy in using instructional strategies.

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3. Drawing Conclusion or Interpretation

Drawing conclusion or interpretation refers to the process of deciding what things mean, noting themes, regularities, patterns, and explanations.[14] Thus, in this last step of data analysis, the researcher decided and interpreted the conclusion of the data finding based on the regularities and similarity pattern of data displayed to answer the research questions of this study.

H. CHECKING VALIDITY OF FINDINGS

To meet the validity of finding, the researcher conducted preliminary research since April 13th, 2015 until April 24th, 2015 to examine the research instrument as a trial way whether it could be applied appropriately to gain the data. Moreover, to check the validity of finding, the researcher also confirms the research finding with the lecturer of Practice Teachingin attempt to avoid the misinterpretation between researcher and lecturer regarding student teachers' self efficacy in using instructional strategies during their teaching. Besides that, the researcher invited co-observer to take a video record of student teacher's teaching performance while the researcher was fulfilling the observation checklist to help the researcher focus on observation checklist.

[14]Huberman Milles, *Qualitative Data Analysis: An Expanded Sourcebook Second Edition* (California: Sage Publications, 1994), 204

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