

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

As cited in Croker and Heigham (2009), Yin (2003) categorized case study based on its purpose: exploratory, explanatory, and descriptive. Descriptive case study was used for this research since it aimed to present a detailed, contextualized picture of a particular phenomenon and focusing on a deep understanding of the case. In addition, Yin (2018) stated that the descriptive case study is a case study that purposes to describe a phenomenon in the context of a real-world situation. The phenomenon about a peer teaching project at English Education Department (i.e. where the study is conducted) in Reflective Micro-teaching class had given many experiences (lesson planning, practicing and reflecting the teaching practice) to the student teachers who had taken this subject. This present study aimed to find out what student teachers' beliefs on a peer teaching project in Reflective Micro-teaching class are regarding giving them teaching experience before entering the real context (i.e. school).

#### **B. Setting and Participants**

This study was conducted at Siliwangi University, specifically at English Education Department. In the academic year of 2019/2020, the department required the 6th-semester students to take the Reflective Micro-teaching course. This course required two main projects, peer teaching, and real teaching. This present study studied the peer teaching project to see

what the students teachers' beliefs on this project in regard to giving them teaching experience before teaching in the real context (i.e. school).

In the peer teaching project, the student teachers are divided into 4 groups consisting of 8-10 students each group. The groups will be required to teach English skills (i.e. speaking, writing, listening, and reading), thus each group will have the different skills to be taught. The student teachers are required to teach their peers (i.e. group members, called peer students) who act as junior or senior high school students, while another group members will give an assessment for the student teachers' performances. The materials taught in this project is junior or senior high school level materials. This project is video recorded in order to ease the student teachers to reflect their performance for writing their reflection called DICR (Describing, Informing, Confronting, Reconstructing) adapted from Smyth (1989) as cited in Ferdiansyah & Widodo (2018). The DICR will be collected in the next meeting after performing the peer teaching project. Video is an effective tool to reflect student teachers in preparing better future teaching (Uzun, 2012). Each student teacher will receive assessments from another group, comments, and feedback from the instructor (i.e. the lecturer) in order for better future teaching practice (i.e. real teaching).

In the re-teach stage called real teaching, the student teachers are first required to develop and revise the lesson plan from peer teaching project based on the feedback, comment, and assessment from the lecturer and friends. The teaching practice is conducted in a real environment (i.e.

school) with a real duration of teaching and learning activities (40-45 minutes) and real school students (i.e. senior and junior high school students).

The participants of this study were four student teachers (i.e. 8th-semester academic year of 2019/2020) who took Reflective Micro-teaching subject in the 6th semester (i.e. academic year of 2018/2019) during pursuing the educational degree in a university in Indonesia. They are three female and one male with the age of 21-22 years old. They have experienced teaching in the school at least once, it was when they were required to do teaching practice in previous courses, such as Literature in ELT course.

### **C. Data Collection**

Semi-structured interviews were used in order to deepen information regarding their beliefs on peer teaching project. Brown & Danaher (2017) stated that a semi-structured interview allows the interviewer to develop the questions planned in order to deepen information for the study. The interviews were conducted through telephone communication due to the current situation (i.e. covid-19 pandemic). The interviews were audio-recorded and transcribed in order to ease the researcher to analyse the data. The participants were interviewed with 25-45 minutes of asking and answering questions regarding their beliefs on peer teaching project experience during Reflective Micro-teaching class in the 6th semester. In addition, DICR of the participants when conducted peer teaching project was used for supporting the data.

## D. Data Analysis

The data were analysed based on a qualitative approach called thematic analysis (Braun and Clarke 2006). Thematic analysis is a method used to identify, analyse, and report the themes. Moira Maguire & Brid Delahunt (2017) cited Braun's and Clarke's (2006) six phases in conducting a thematic analysis:

### 1. Familiarising the data

In this step, the researcher was required to have a deep understanding of the data collected. In this study, the data collected from the semi-structured interviews were transcribed, read and re-read in order to ease the researcher to deepen her understanding of the data, thus, the researcher will familiarise herself with the data.

*Table 3.1. Familiarising the data*

Profile	Data Item
R	<i>Assalamu 'alaikum, P1.</i> How are you?
P1	<i>Wa 'alaikumussalaam, Alhamdulillah,</i> I'm fine, Ama.
R	Thank you so much for being my participant. Now, I would like to do interview to you. My research is about student teachers' beliefs on peer teaching project in Reflective Micro-teaching. Do you still remember the peer teaching project in Reflective Micro-teaching class in the sixth semester?

### 2. Generating initial codes

In this step, the researcher highlighted the main ideas about the data related to the research question.

Table 3.2. *Generating initial codes*

<b>P</b>	<b>Data Item</b>	<b>Initial Codes</b>
R	What do you think about peer teaching project regarding giving you a teaching experience?	
P1	I think, this peer teaching project could train the student teachers before teaching in the real context (i.e. school). This project was really helpful for the 6th semester student teachers, since there was <i>PLP</i> (teaching training) in the seventh semester, since this project could accustom us to teaching practice, even though the students were our friends (peers), but at least we have illustration about how to teach.	Teaching training  Teaching illustration

### 3. Searching for themes

In this step, the researcher classified the codes and grouped them into potential themes in order to make them easy to analyse.

Table 3.3. *Searching for themes*

<b>Peer Teaching Project as a tool for Teacher Professional Development</b>
Teaching training
Teaching illustration
<b>Peer Teaching Project as a means for Student Teacher's Pedagogical Knowledge</b>
Lesson planning
<b>Peer Teaching Project as a Scaled-down Teaching Context Project</b>
Scaled-down teaching duration
<b>Feedback as a Helpful Tool on Micro-teaching Practice</b>
Valuable feedback
Limited feedback
<b>Reflection as a Valuable Aspect on Peer Teaching Project</b>
Reflecting the teaching practice through DICR

#### 4. Reviewing themes

The researcher reviewed the themes identified in the previous step in order to show a logical pattern to answer the research question.

Table 3.4. *Reviewing themes*

<b>Reviewing themes</b>
Peer Teaching Project as a tool for Teacher Professional Development
Peer Teaching Project as a Scaled-down Teaching Context Project
Feedback as a Helpful Tool on Micro-teaching Practice
Reflection as a Valuable Aspect on Peer Teaching Project

#### 5. Defining themes

The researcher started to define every theme with understandable naming which represented the data. Furthermore, the researcher wrote the analysis of each theme in detail.

#### 6. Producing the report

The researcher reported the themes analysed in the previous steps in the form of a paragraph and supported by the excerpts in each theme.

## E. Research Schedule

Table 3.5. *Research Schedule*

Description	Oct. 2019	Nov. 2019	Dec. 2019	Jan. 2020	Feb. 2020	March 2020	April 2020	May 2020	June 2020	July 2020	Aug. 2020	Sept. 2020
Submission of Tentative												
Tentative Approval												
Writing Research Proposal												
Proposal Approval												
Seminar Proposal Examination												
Conducting the Research												
Writing the Report												
Final Thesis Examination												