

CHAPTER 3

RESEARCH PROCEDURES

3.1. Method of the Research

In this research, the researcher used a case study as the research design. According to (Yin, 2018), a case study is “an empirical method that investigates a contemporary phenomenon (‘the case’) within a real-world context.” The researcher argued that a case study is appropriate for exploring or explaining a poorly understood phenomenon from a big-picture perspective. Thus, this research design was chosen to reveal the challenges the English pre-service teachers face in online teaching practicum during the Covid-19 pandemic and how to cope with those challenges.

3.2. Focus of the Research

This study focused on investigating the challenges during teaching practicum in pandemic situations and how to cope with those challenges viewed from pre-service teachers' perspective in the EFL context.

3.3. Setting and Participants

This research was conducted in one of the universities in West Java, Indonesia. This place was chosen because it has encouraged the pre-service teachers to do online teaching practicum during the covid-19 pandemic starting from preparation to implementation of teaching practicum 1 and 2. In the transition in teaching practicum activities that previously were organized in the offline form, pre-service teachers were able to deal with students, the school environment, and the college supervisor directly. However, there were no such activities in the online teaching practicum; pre-service teachers were unable to communicate, interact, carry out the teaching activity, and get the supervisor’s guidance face to face, which led to challenges faced by pre-service teachers.

In this research, the participants implemented collaborative asynchronous and synchronous learning systems during teaching

practicum. In the process, they made a video that presented the materials learned and uploaded it to the online video-sharing platform, then the video link and worksheet were distributed to the LMS. After that, they held video conferences with students to conduct discussions and check students' understanding of the material that had been given. These participants were recruited after the researcher obtained initial information from them regarding challenges during the teaching practicum. The participants were three students in the age range of 21-24 years old from the English Education Department (EED) with several criteria. First, they enrolled in the teaching practicum course in the 7th semester. Second, they have experience in facing challenges during online teaching practicum. Moreover, they have the willingness to participate as participants in this research. Further, the researcher gave the consent form as an ethical code to the participants before conducting the interview and naming them as P1, P2, and P3 to remain their identities anonymous.

3.4. Technique of Collecting the Data

In data collection, the researcher has chosen an interview in the form of a semi-structured interview. It is beneficial to obtain information on people's perspectives, experiences, and opinions where the questions' format is not followed strictly, and the interviewer can follow up with questions related to what interviewees have already said (Roulston & Choi, 2018; Szombatová, 2016). Considering the social restrictions in the Covid-19 pandemic, the interview was conducted online to avoid physical contact while being recorded using telephone interviews since it provides many advantages, such as low cost, less time consumption, and less issue related to the technical thing (Farooq & De Villiers, 2017). Moreover, the interview obtained data regarding the challenges that pre-service teachers had during teaching practicum covering communication factors, instructional factors, student-related factors, and support-related factors adapted from Imsa-ard et al. (2021), as well as potential solutions to the challenges experienced.

In addition, the researcher gave back the data obtained to each participant to ensure what was conveyed in the interview was the same as what was perceived by the researcher. Hence, it can enhance the validity and reliability of the data.

3.5. Technique of Analyzing the Data

The data from the interview was transcribed and analyzed using thematic analysis. It is used as an analytical tool for identifying, analyzing, and reporting patterns (themes) within data and also organizes and describes the data set in (rich) detail (Braun & Clarke, 2006). The phases of this analysis are as follows:

1) Familiarizing with data

Transcribing the data from the interview, repeated reading, taking notes, or marking initial ideas.

2) Generating initial codes

Coding interesting features of the data, which is related to the research aims across the entire data set, then giving different colors to each code. The following are examples of the initial codes and the interview transcription.

Table 3.1 *Generating Initial Codes*

Source	Data Extract	Initial Codes
Interview transcription with the participants	P: Aku merasa tidak memiliki kedekatan dengan guru pamong. Ini terjadi karena aku tidak bertemu secara langsung dan hanya berkomunikasi melalui platform online saja, beliau juga sangat slow respon ketika di chat, jadi tiap kali akan berkomunikasi dengan beliau aku merasa canggung, sebenarnya waktu itu ada beberapa yang ingin aku diskusikan seperti gimana cara berhadapan dengan siswa soalnya di kelas aku siswanya cenderung pasif, tapi tidak jadi aku tanyakan.	Worry Passive student New setting adaptation Indifferent student Connection problem Minor support Workload overload Supervisor's guidance Self-efficacy Good communication Classroom regulation

P: Waktu di zoom meeting kan waktu itu saya mengecek pemahaman siswa disana. Ketika saya kasih pertanyaan tidak ada yang mau menjawab padahal sudah saya bilang silakan untuk mencoba, tidak ada jawaban yang salah, kalau kurang tepat nanti ibu kasih tahu dan perbaiki jawabannya.

Good rapport with students
Classroom warning
Teaching instrument preparation

P: Jujur saja di PLP itu untuk pertamakali nya saya melakukan pembelajaran secara daring dan saya merasa kemampuan mengajar online saya masih sangat minim. Kan di kelas Micro Teaching misalnya yang saya pelajari di kampus, gitu kan. Saya melakukan simulasi pembelajaran itu secara luring teknisnya gitu kan. Namun, siapa sangka saat saya menjalani PLP semua kegiatan menjadi berubah dari luring ke daring gitu. Termasuk dalam proses pembelajaran ... kesulitannya itu terutama dalam hal membuat RPP karena kegiatan pembelajaran pada online teaching cukup berbeda dengan kegiatan pembelajaran yang ada di tatap muka yang telah saya pelajari di mata kuliah Micro Teaching.

P: Ada yang telat banget ya (mengumpulkan tugas), pasti aja ada tiap kelas kayak gitu aa... (mereka juga ada yang) ngga ngumpulin tugas.

P: Waktu itu jaringannya kan agak-agak lup-lep gitu ya. Jadi ada beberapa materi yang harus di ulang lagi gitu penjelasannya karena terkendala jaringan tersebut.

P: Kita butuh info-info, data-data tentang sekolah kan waktu itu

untuk pengisian laporan di PLP 1 itu juga data-data yang dari sekolah itu agak terbatas, ada beberapa hal yang kami butuhkan untuk di laporan tapi tidak diberikan gitu oleh sekolah.

P: Bikin video pembelajaran itu bener-bener nyita waktu sama nguras pikiran juga karena prosesnya panjang, aku nyiapin dulu materi, terus ngonsep video, abis itu mulai take video, nah disini aku tuh sering take berkali-kali teh soalnya suka salah ngomong aja, ngedit, terus.. aaa baru di upload ke youtube. Terus juga, aku masih punya beberapa matkul. Waktu bikin videonya suka bentrok sama waktu ngerjain tugas kuliah.

P: Guru pamong banyak membantu saya, beliau memberikan contoh RPP-PJJ, merevisi RPP saya juga, terus banyak ngasih saran di RPP saya supaya aktivitas belajarnya itu cocok untuk dibawakan secara online.

P: Saya menghadapinya dengan cara menyiapkan diri dengan catatan-catatan, dengan begitu ketika sesi mentoring bersama teacher supervisor, baik itu di zoom meeting ataupun video call whatsapp, Saya sudah siap dengan hal yang ingin saya bahas atau tanyakan kepada beliau. Ketika saya tiba-tiba ngeblank karena canggung waktu mentoring tinggal dilihat lagi catatan-catatan itu, lumayan membantu saya lebih relax saat berkomunikasi.

P: Uhm... iya ada perwakilan dari kelompok besar itu untuk berkomunikasi langsung dengan

pihak sekolah. Kami juga beberapa kali memfollow up. Terus menjaga komunikasi agar tetap baik.

P: Siswa dikasih latihan (worksheet) kayak gitu, langsung ngerjain terus langsung dikumpulin atau kalo belum selesai dikasih waktu sampai minggu depan dikumpulannya bareng sama PR...(aku infokan ke siswa) siapa yang lebih cepat mengumpulkannya pasti akan diberi poin tambahan.

P: Sebisa mungkin ketika Zoom meeting saya menghidupkan kembali suasana kelas agar lebih responsif, seperti kuis, ice breaking. Dengan begitu juga membantu saya supaya dekat dengan siswa dan dapat mengurangi kecanggungan di kelas, sehingga proses pembelajaran berjalan lebih baik, dan siswa lebih mau menjawab dan bertanya bila ada yang mereka kurang mengerti.

P: Saya selalu tekankan jangan mentang-mentang sekarang ini kita online jadi kalian menyepelekan sekolah, gitu. Sama saja sekolah online atau offline, gitu kan. Hanya beda teknis nya saja, nanti juga akan terlihat hasilnya di rapport seperti apa kalau yang hanya menyepelekan saja.

P: Sebenarnya aku teh ga bisa bikin assessment instrument yang bener itu kayak gimana.

Table 3.2 *List of Initial Codes*

Initial Codes	Total	Source
Worry	4	Interview transcription with the participants
Passive student	4	Interview transcription with the participants
New setting adaptation	8	Interview transcription with the participants
Indifferent student	14	Interview transcription with the participants
Connection problem	3	Interview transcription with the participants
Minor support	3	Interview transcription with the participants
Workload overload	4	Interview transcription with the participants
Supervisor's guidance	9	Interview transcription with the participants
Self-efficacy	13	Interview transcription with the participants
Good communication	8	Interview transcription with the participants
Classroom regulation	6	Interview transcription with the participants
Good rapport with students	3	Interview transcription with the participants
Classroom warning	3	Interview transcription with the participants
Teaching instrument preparation	1	Interview transcription with the participants

3) Searching for themes

Reviewing all codes that have been marked in order to sort them into potential themes based on their similarities. In this phase, one of the codes, namely teaching instrument preparation, was discarded because this was not repeated in the data.

Table 3.3 *Searching for Themes*

Class	Codes
Class 1	Worry
Class 2	New setting adaptation, Workload overload, Connection problem

Class 3	Indifferent student, Passive student
Class 4	Minor support
Class 5	Self-efficacy
Class 6	Classroom regulation, Good rapport with students, Classroom Warning
Class 7	Supervisor's guidance
Class 8	Good communication

4) Reviewing themes

Checking the appropriateness of the entire data set for each theme to ensure data within themes formed a coherent pattern.

5) Defining and naming themes

Defining and naming the themes that were already highlighted to present a clear sense of what the themes were about.

Table 3.4 *Defining and Naming the Themes*

Themes	Sub Themes	Codes
Challenges in Teaching Practicum	Challenges in Communication	Worry
	Challenges in Giving Instruction	New setting adaptation, Workload overload, Connection problem
	Challenges Related to Students	Indifferent student, Passive student
	Challenges in Receiving Support	Minor support
Potential Solutions	Pre-Service Teachers' Self-Efficacy	Self-efficacy
	Creating Good Classroom Management	Classroom regulation, Good rapport with students, Classroom Warning
	Supervisors' Guidance	Supervisor's guidance
	Pre-Service Teachers' Good Communication	Good communication

6) Producing the report

Compiling the report based on the findings of the themes from this research.

3.6. Steps of the Research

The steps in conducting this research are as follows:

1. Finding the research problem and developing a detailed understanding of a phenomenon.
2. Gathering the relevant research to undertake a literature review.
3. Formulating the objectives and research questions.
4. Collecting the data. In this part, the data were obtained through semi-structured interviews with the selected participants.
5. Analyzing the data. The researcher used thematic analysis from Braun and Clarke (2006) to analyze the data obtained from the interview.
6. Writing research findings using flexible, structured, and evaluative criteria.

3.7. Time and Place of the Research

This research was conducted from January 2021 to December 2022. Furthermore, it is located in one of the universities in West Java, Indonesia. Considering the current pandemic situation, all the research activities were conducted online. Likewise, the data collection was carried out by telephone interview; the platform and time for the interview were based on participant agreement.

Table 3.5 *Research Schedule*

No.	Activities	January 2021	April 2021	May-December 2021	January 2022	February – March 2022	April 2022	May 2022	June-October 2022	December 2022
1.	Research topic submission									

2.	Research topic approval	█	
3.	Research proposal writing	█	
4.	Research proposal examination		█
5.	Collecting data		█
6.	Analyzing data		█
7.	Research report writing		█
8.	Comprehensive examination		█
9.	Thesis examination		█